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ABSTRACT

This volume describes a communications program for a high school district. The plan is intended to improve school-community relations through involving parents in advisory positions in the schools and through coordinating information exchange and communication between community agencies (such as the sheriff's department) and the schools. Community communication needs were identified from the responses of parents and students to questionnaires. The communications plan outlined here was implemented in two California high school districts (Orange and Norwalk-La Mirada Unified School districts). (Author/DS)

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THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

OF A

COMMUNICATION PLAN FOR A HIGH SCHOOL DISTRICT

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Submitted in partial fulfillment of the requirements for the
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Nova University

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ABSTRACT

The purpose of this practicum was to develop, implement, and evaluate a communication plan for a high school district. Hopefully the results would improve school-community relations and involve more parents in advisory positions in the school.

The need for this practicum was expressed by parents, students, and staff members. Parents were random-sampled via a questionnaire administered by district office personnel. Student and parent concerns were expressed by questionnaires administered at schools throughout the two districts - Orange and Norwalk-La Mirada Unified School Districts.

By developing this plan we hope other districts will find it useful.

INTRODUCTION

In school year 1973-74 a district questionnaire was administered to parents to solicit their ideas about the education program offered to their children.

This same year, over four hundred students were questioned on a random sample asking for their ideas about their school. In addition to this, staff members were also asked for their ideas.

The two districts identified for this practicum are the Orange Unified School District and the Norwork-La Mirada Unified School District. These two districts are about equal in size as far as student population is concerned - approximately 29,000 students.

The Orange Unified School District serves about 100,000 residents and the Norwalk-La Mirada Unified School District serves about 142,000 residents. Orange is increasing in enrollment, while the Norwalk-La Mirada district is declining in enrollment at the rate of about 1,000 students per year.

Identification of your three practicum writers is as follows:

Orange Unified School District--

--one assistant superintendent

--one high school principal

Norwalk-La Mirada Unified School District--

--one level administrator of high schools

After reviewing the needs mentioned in the afore-mentioned questionnaires it was felt a communication plan should be developed implemented, and evaluated in the two districts for possible use by other districts.

Our objective for this practicum was as follows:

By December of 1975 with the assistance of students, staff members, parents, district administrators, and community agencies, a communication plan will be developed and implemented in the Norwalk-La Mirada and Orange Unified School Districts to improve parent and community communication and involvement in advisory capacities to meet the needs identified in the questionnaires administered to parents, students, and staff members.

To accomplish the general objective, one objective was written for each of your practicum writers to complete. Those are as follows:

The Assistant Superintendent	By October of 1975 a plan for the initiating and implementing of a community advisory council will be developed with the assistance of parents, staff members, district administrators, and school based administrators. The advisory group's function will be to evaluate current school issues and programs and to encourage increased parent and community participation in an advisory capacity.

High School Principal	By December of 1975 with the assistance of students, staff members, parents, and site administrators, a plan for school based communication will be developed and implemented in schools in the Norwalk-La Mirada and Orange Unified School Districts to improve school-community relations.
Level Administrator-High Schools	By December of 1975 with the assistance of the Norwalk Commissioners (judges) Office, the Rio Hondo Probation Office, the Los Angeles County Sheriff's Office-Norwalk Station, the Los Angeles County District Attorney's Office, one administrator representative from each of our six high schools, two Parent-Teacher Association representatives, the school district's communication specialist, the director of child welfare and attendance, the administrator of special services, and the level administrator of high schools for the Norwalk-La Mirada Unified School

District will set up an inter agency committee.

Additional information acquired to point out a need to develop an inter agency committee came from an AD HOC Committee titled, The Prevention and Management of Conflict and Crime in the School. This committee was established by California State Superintendent of Public Instruction Wilson Riles and California State Attorney General Evelle Younger.

Among many recommendations made by this committee they suggested throughout their final report, dated March 1975, that inter agency cooperation is needed. This committee specifically recommended that legislation be approved to provide process and funding of inter agency cooperation in California.

The makeup of the Ad Hoc committee members can be found by referring to Appendix VV.

Your writers researched E.R.I.C., SMERC, and other resources available in the development of this practicum. Our research indicates very little, if anything, has been done in the area of inter agency committees. Where we did find it had been done, it was in emergency situations or for the purposes of passing tax overrides, working on graduation requirements, new school construction, etc.

The next three chapters will contain: objectives, development of the design, implementation, evaluation, outcomes and achievements, and the summary - meeting the general afore-mentioned objectives for the completion of this practicum.

CHAPTER I

Review of the Literature

As was stated in our practicum proposal, a large percentage of the parents surveyed indicated that there was inadequate information coming from the school and district level to the parents and community. The question comes up, what is effective communication, and when do you know that you have it? These questions are extremely difficult questions to answer. According to Atkinson, failure to communicate effectively with parents can result in a lack of support for the schools both morally and financially. He also states that it is important to listen to the public response to information, evaluate it, and use it to improve future communication. It appears that many times failure to communicate effectively may not be due to lack of effort, it may be due to a lack of understanding the two way communication process.

Douglas states that more elements of communication problems within a school district centers around the school site than any other place in the school's organization.

As you peruse the literature, many people seem to be saying the same things; we crank out all kinds of memos, bulletins, and news releases and wonder if we are really communicating. It appears that the crux of the matter lies in knowing the skills and techniques of good design, so states Gelms. Douglas, Atkinson, and Gelms are saying that effective communication must have good design, along with an understanding of the communication process, and the communication must be a two way process. All have published lists or steps to effective communication from the school to the community. We will attempt to take the best from each list and compile a basic design for effective communication and steps to understanding the process of communication.

Steps in Designing Communication

1. Know your audience and their interests. Make every effort to build an identity with your attendance area and use all resources possible in the school and community to do so.

2. Have a specific purpose for communication and try to solicit some type of behavior from your audience. Be sure to gear your communication as if you were talking person to person.

3. Develop a concept or a theme for any publication. Consider how big it should be and how large a budget can be used.

4. Design your copy or publication on the expressed needs of your audience. Vary the message, using an approach of facts, opinion, and point of view of the audience. Don't be afraid to share your expertise in a humble way.

5. Decide whether your design will need photographs or art work. Is the design attractive? Well organized? Simple?

6. Decide upon a distribution system that will reach your audience and achieve your objective.

7. A well designed communication program will not work miracles. However, when performed with some degree of expertise and good taste,

it will be a valuable asset to the school and the district. The main aspect of any good communication program in a school is through a good instructional program and developing good rapport with and between students and staff.

8. A basic knowledge of the social and behavioral sciences will help school and district personnel to plan effective communication.

8.1 What existing community attitudes toward the school should be maintained?

8.2 What negative community attitudes towards the school or district need to be changed?

8.3 What message content will shape constructive public behavior toward the school or district?

According to Atkinson, people tend to assume a negative attitude toward school practices they do not understand or accept. This is usually due to limited information

9. It is important to know that people tend to respond favorably to communication that provides a feeling of success or satisfaction and negative toward messages that reveal inadequacies. Therefore, it is essential to ask yourself:

9.1 Which school personnel enjoy the respect and confidence of the different community groups?

9.2 Are contemplated school proposals compatible with individual and community attitudes?

9.3 How can school or district action proposals be tied to existing activities that appeal to people?

9.4 Which school-related achievements provide the best material for communication designed to promote community confidence?

10. The outcome of communication should be measured by the feedback you receive.

10.1 Be sure to evaluate the feedback.

10.2 Are planned evaluative findings reflected in future communication?

10.3 Will the proposed communication evoke feedback sufficient for further evaluation?

In order to produce an effective, well-designed publication it takes thought. Be sure to plan and organize well and use the best talent you have available in the school and district.

Atkinson states that communication based on anything less than persistent fact finding will impair a school system's potential for community support. It is extremely important to know how to use the various media in the communication process and especially be aware of how it appeals to your audience. One of those is the local newspaper. We have had a rather difficult time with the local press in our community, due primarily to the conservative attitudes perpetuated to its clientele. However, Bruton and McCord, in separate publications, give some positive steps that can be utilized in working through situations similar to this. It is wise to work through a district public relations person who is skilled in the many ways to work with the local press. A list of guidelines on how to deal with members of the press has been included in this report.

The model for communication will take into consideration the Steps in Designing Communication as we strive to improve our communication procedures and at the same time, demonstrate effective two way communication and increased parent knowledge of our schools in the two districts, Orange and Norwalk-La Mirada.

Guidelines for working effectively with the local press:

1. Don't tell a lie.

2. Try to be open in answering press questions.

3. Don't talk off the record - it just might appear in print.

4. Regularly and systematically offer news and feature story ideas to the press.

5. Spend as much time as necessary explaining an idea or program to get it understood.

6. Keep your head about errors - decide whether it invalidates the main idea!

7. Don't be afraid to be interviewed.

8. Level with the reporter about your thoughts about the impact of facts.

9. If you don't know an answer, say so!

10. Find out the reporter's time deadline requirements and try to cooperate.

11. Take the time to explain how your institution and system operate.

12. If there is hostility toward the system:

12.1 Talk person to person and find out what's troubling the reporter.

12.2 Second course of action is to talk to the person's superior.

12.2.1 Suggest that the reporter isn't as objective as he should be.

12.2.2 Avoid sarcasm or telling him how to run a newspaper.

13. Don't hesitate to telephone a reporter and let him know he did a good job on a story.

14. Press releases:

14.1 Have good timing - don't be too early or too late, about two weeks in advance is adequate, but no more than three weeks.

14.2 Days after holidays are excellent to get stories in the paper as they are generally looking for filler stories due to a skeleton crew working the holiday.

15. Be cautious about making a witty or devastating remark during an interview about someone or something. You can expect to see the remark in print the next day.

Statement of Objectives

We plan to increase effective communication by twenty-five per cent (25%) in our high school attendance area using El Modena High

School as a pilot during the 1974-75 school year. In order to evaluate our accomplishments, we hope to involve parents, staff and students using surveys, personal phone calls, personal interviews, and parent-teacher contacts during the year.

In addition, we plan to increase our parent involvement and participation at school activities throughout the year by ten per cent (10%). In order to evaluate this objectively, we will compare the number of parents who participated in specified school functions during the 1973-74 and the 1974-75 school year.

Another school based objective we plan to achieve is to increase our communication about the school to our parents by twenty per cent (20%). We will evaluate this by surveying those parents who have participated in school tours, coffee klatches, various parent groups, and telephone interviews during the 1974-75 school year.

Design of Development

As stated in our needs assessment, this part of our practicum came about as a result of staff members, students and parents telling us that communication was lacking in a number of important areas through a survey administered in April of 1974. We then decided to evaluate the total communication system which was presently in use at El Modena High School and analyze each part to see if it had any shortcomings. After piecing together all the information and guidelines we had on communication, we found that we had many areas that were not being covered and in fact no one had even been given the responsibility to set the communication process in motion. We also found that many of our staff members were communicating with parents, students and staff but not in a systematic manner. We also found that many staff members thought that the other guy was taking care of a given situation.

It was decided to appoint a committee of teachers and administrators to study the problem more thoroughly and to develop a system of communication to be used at El Modena High School during the 1974-75 school year.

This committee consisted of seven department chairpeople, a dean of students, a counselor, and the principal of El Modena High School. The committee developed a questionnaire that was administered to all staff members, a random sample of students, and a random sample of parents to determine more specifically in which areas of communication we were not doing an adequate job. (See Appendices F, G, H for sample questionnaires.) In addition, a questionnaire was sent to all school principals and district office administrators to find out various methods of communication in use in the district and the kind of activities used to successfully involve parents in school functions. (See composite of questionnaires on pages 55-57.

After tabulating and evaluating the questionnaires, we found there were some major areas that were important to parents, students and staff. The areas of concern which were mentioned most were teacher communication to parents on student progress, communication among staff members, communication about extra curricular activities to staff and students, career-oriented information for students, clear and specific information and directions from teachers to students on subject matter assignments, graduation requirements, college prep requirements and insufficient information to parents about school programs. There were many other items that were mentioned; however, not enough to be significant.

The committee felt the next step was to brainstorm and develop lists of communication items. As these lists were being developed, they were grouped into categories pertaining to specific groups of people. We found that we had five main categories that needed to be a part of our communication model. The categories included total staff, teachers, students, parents and total community.

It was fairly simple to categorize the list of items that needed to be communicated under each of the five categories. The problem came about on who will be responsible, how it should be communicated, and when it should be done. After much give and take, a rough communication model was developed over a period of approximately eight weeks where weekly meetings were scheduled with two hour time limits. It was extremely difficult for all members of the committee to agree upon a common meeting time and day as most of the committee members were actively involved in many other activities associated with high school campus life.

Once the members agreed on the tentative school-based communication model, it was then submitted to the entire faculty for critique, comments and suggestions. In addition, it was submitted to the Student Curriculum Committee, the Associated Student Body Cabinet, the School Plan Committee, the Instructional Council, and the Parent-Faculty Organization for their comments, suggestions, and criticisms. The school principal made all the presentations, answered all questions and gave directions for all participant's input.

Many suggestions were made concerning the rough model. The committee reconvened and began working on the revisions as suggested from the various groups. We scheduled meetings for the next three weeks to work on the revision. Once again, it was submitted to the entire faculty for their approval. This model was approved with some very minor changes which were made prior to the finalizing of the model.

It should be noted that the practicum participant developed the working agendas for each meeting, wrote up the minutes of areas discussed, and worked closely with all members of the committee in planning and organizing all activities.

The main problems encountered were selection of an agreeable meeting time and day; obtaining class coverage for members of the committee for times selected during the school day; and obtaining sufficient feedback from the total staff when the model was being developed.

The completed model is presented in detail on the ensuing pages.

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TEACHERS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Curriculum matters	Principal, Department Chairpeople, Assistant Principal-Curriculum	Department meetings, bulletins, Instructional Council, Curriculum Committee, District Department Chairpeople meetings, course overviews to all teachers	Monthly
Grading Policies	Principal, Department Chairpeople	Inservice, bulletin, or staff meetings	Pre-school
Registration	Assistant Principals, Counselors	Orally - not through memos	Faculty meetings
Calendar of Events	Principal and Activities Director	Tentative spring calendar dittoed off	
		Ditto	Monthly
Counseling & Guidance	Counselors, Assistant Principals-Pupil Personnel	Conference period staff meetings, bulletins	When appropriate
Attendance (Importance should be emphasized.)	Attendance Personnel	Brief oral presentation with outlined memo	Before school and when appropriate
General Information	Teachers, administrators, and support staff	Read bulletins, ask questions of department chairpeople, principals, etc.	Orientation of new program, when they don't understand, or hear rumors

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TOTAL STAFF

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
General information:			
pertaining to activities	Activities Director	Staff Bulletin	Daily
	Faculty Club President	Meetings	When appropriate
pertaining to policies	Administration	Meetings	When appropriate
pertaining to procedures	Administration	Meetings	When appropriate
Testing procedures and dates	Administrators & Counselors	Memos and Staff Bulletin	When appropriate
Open House and other special events	Administration	Memos, staff bulletin, special meetings	When appropriate
Field trips, plays, musicals, sports, etc.	Teacher or administrator in charge	Special bulletin plus students presenting special pass	When appropriate
Opening day procedures	Principal, Assistant Principals, Deans	Faculty meeting	When appropriate or at 7:30 a.m. faculty meetings
Faculty Club functions	Club Presidents	Faculty Meetings	"
Changes in staffing, etc.	Principal	Faculty Meetings	"
Closing school procedures for the year or in an emergency	Principal, Assistant Principals, Deans	Faculty Meetings	"

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TEACHERS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Withdrawing Students	Personnel staff Attendance coordinator	Daily bulletins	Weekly staff bulletin
Field Trips	Assistant Principal-Curriculum	Bulletins, Instructional Council meetings	One week prior to field trip, day after field trip
Curriculum Council Agenda	Assistant Principal-Curriculum, Curriculum Council members	Common conference period for department chairpeople	Once each month, and whenever necessary
Extra Duty Assignments	Deans	Bulletin Staff meetings	Beginning of each semester, reminders the week before

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

STUDENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Grading Policy	Individual teacher - should discuss on department level also	Pass out materials - oral discussion	Beginning of each semester
Discipline Procedures: Classroom - General Campus	Individual teacher - Classroom	Orally, pass out materials, student handbook, daily bulletin - Staff conference period meetings	Beginning of each semester - classroom
	Deans - General campus		Beginning of each school year on-going in bulletin - genera campus
Education Code vs. the State Law	Deans	Via classes	When appropriate during the year
Scholarship information	Counselors	In 12th grade classes, bulletins, bulletin boards, passout materials - staff bulletins	When available
Extra curricular activities (athletics, clubs)	Activities Director, club and class sponsors and coaches	Student handbook, person to person, such as House of Representatives, club sponsor meetings, posters, Senate, activity requests - monthly calendar posted in key places	As appropriate Monthly

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TOTAL STAFF

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Department Meetings	Department chairpersons	Regular meetings at common time Communiques among staff	Once a month or when needed
		District bulletin or memo	Monthly
Special Programs or Activities	Principal	Principal's newsletter to staff	Three/four times per year or when appropriate
What's going on in classes	Assistant Principal-Curriculum	Staff meetings, staff bulletins, principal's newsletter	Throughout the year
Illness of staff member or his/her immediate family	Principal or principal's secretary	Bulletin or staff meeting	When appropriate

Whatever is communicated to teachers should be communicated to total staff. The total staff is involved in all facets, breaking down only when things pertinent to classified or certificated come up.

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TEACHERS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Discipline Policy	Deans	Orientation sessions, seminars, teacher handbook, staff bulletin, conference period	When school starts, before school starts throughout year as needed
Master Scheduling	Assistant Principal-Curriculum	To department chairpeople personally when appropriate, Instructional Council, staff meetings	Late May, September, late December, January
Extra Curricular Activities	Activities Director	Weekly bulletin, master calendar, monthly activities calendar	Every week
District Policies	Principal	Daily bulletin, teacher handbook (teacher orientation)	Orientation when appropriate
Education Code	Deans	Short presentations: pre-school, inservice, conference meetings, discipline seminars Education Code in principal's office	When appropriate
State Law	Principal	Education Code in principal's office	When appropriate
School Policies	Principal	Inservice via delegated persons (administrative)	Pre-school orientation and when appropriate

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

STUDENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Graduation Information	Director, Student Activities and class officers and class sponsors	Letter home, same to staff, class meetings senior orientation meeting	When appropriate (Month of May)
Grading grievances	Assistant Principal-Pupil Personnel Services	Personal interviews	End of each semester
Discipline grievances	Assistant Principal-Pupil Personnel Services	Personal interviews	When appropriate
Total school information and evaluation by students	Activities Director	Student Government Day at Coto de Caza Country Club (70 students and 10 staff)	October and May
Counseling Career Information Vocational Information Test Interpretation Graduation Requirements Scholarships Special Programs	Counselors	Personal interviews, class presentations, small interest group presentations	At least once every year Seniors - once every quarter Students are reluctan to seek counseling for personal problems until: a) referrals are by teacher b) parents contact them c) Deans contact them

EL MODENA HIGH SCHOL

COMMUNICATIONS PROCEDURES

STUDENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Class information	Class officers, class sponsors	Assemblies with an agenda and a format (definite) House of Representatives	When needed
Information pertinent to events happening on campus	Individual sponsors, coaches, clubs, etc.	Daily bulletin	Daily
Dates for special events	Clubs and organizations	Posters	When needed

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

PARENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Individual student's efforts or disinterest	Staff	Telephone call or home visit, letter Deficiency Notice	When appropriate Mid Quarter
Dean's Recognition List Special recognition for achievement at school (not necessarily academic)	Dean's Recognition Committee	Daily student bulletin, letter home, copy to cum folder, certificate to individual student	Monthly
Activities and department information	Activities Director and parent in charge of P. F. O. newspaper, staff	P. F. O. "Forerunner" Principal's Newsletter	Monthly Three/four times a year
School Activities	Principal, P. F. O., Activities Director	Letters, P. F. O. flyer, articles in newspaper, tour of school, open house	When appropriate On designated dates
All school information	Principal, administrative staff, P. F. O. Board members	Read all school communications, contact administrators, teachers attend P. F. O. meetings Forerunner Principal's Newsletter	When appropriate Monthly Three/four times a year
Graduation information	Principal	P. F. O. paper, letter home, class assemblies, Principal's Newsletter	When needed Three/four times a year

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

PARENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Curriculum Changes	Assistant Principal-Curriculum	Course catalog Forerunner	Spring/summer/fall Monthly, as needed
Student Progress	Teachers	Personal phone calls, letters	When needed to communicate positive or negative progress
Failing Students	Teacher and Counselor	Personal phone call and a deficiency notice	Four weeks before end of grading period
Curriculum	Teachers	Presentations	Back to School Night, Fall
Minimum Day Information	Principal	Letters home to parents, announce at school in student bulletins	Forerunner, day-before reminder
Dress Code	Principal, Deans	Student handbook, bulletins, notices posted in classrooms	Orientation-pre school and as needed
Field Trips	Teacher	By permission slips for parent signature	One week prior to field trip
	Principal	Principal's Newsletter	Three/four times a year
Special events, awards, etc.	Total Staff	Forerunner, our P. A. system, personal letter home	When appropriate or once a month

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

PARENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Student Activities	Activities Director, sponsors, club officers	Forerunner, Booster Clubs, bulletins	Monthly, regular meetings, when appropriate
Scholarship and Senior Information	Assistant Principal-Pupil Personnel Services, Counselors	Special mailings to seniors, counselor-student conference	September of Senior Year, when appropriate
Various information related to school programs coming under no special heading	Principal	Through the "coffee klatches" arranged at various home	Two each month
Philosophy	Principal	Coffees, tours, home visitations by selected staff members	Throughout the year
Positive student achievement	Principal, Deans, Teachers	Personal letter or phone call	When appropriate
Honors gained by students in various areas	Principal's office, individual sponsors	By letter or phone call	When the honor is won or when information is released

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

PARENTS

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Registration	Assistant Principals, Counselors	Special letters home, pre-registration night meeting (although this is much more effective for incoming 10th graders)	About a week before pre-registration, follow-up in summer
Back to School Night	Principal	Flyer and letter home	At least a week or two before
Calendar of special events for each month	Principal, Activities Director	Special monthly bulletin, Forerunner	Monthly,

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TOTAL COMMUNITY

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Activities, coming events	Activities Director	Newpapers, radio, Forerunner	One to two weeks prior to event
Sports	Athletic Director	Newspapers, radio	After events (results)
Special Interest: Career Day, Open House, Plays, special recognition for outstanding job above and beyond the call	Staff member in charge of event	Newspapers, radio, P. S. system	When appropriate
School affairs, events, etc.	Administrators, P. F. O. and students	Forerunner and/or letter, newspapers, posters, etc., word of mouth, radio announcements	When appropriate
Student activities	Sponsors, Activities Director, Athletic Director, A. S. B.	Bulletins, student handbook, P. F. O. paper	When appropriate to each particular club or group
Curriculum changes	Assistant Principal-Curriculum	Letters, bulletins, course catalogs, P. F. O. paper	When appropriate
School Philosophy	Principal	Meet with pastors of churches, and community center leaders	Early in the year

EL MODENA HIGH SCHOOL

COMMUNICATIONS PROCEDURES

TOTAL COMMUNITY

WHAT TO COMMUNICATE	WHO IS RESPONSIBLE	HOW COMMUNICATED	WHEN
Activities	Activities Director	Local newspapers, mailings: occupant? Bulletin Board, Practical Communications Class, announcements	Weekly
Outstanding things that happen, plays, programs, honors, etc. (We get so little newspaper publicity.)	Principal or his designee	Newspapers, P. F. O. paper	When needed
Perhaps the community would be interested in knowing something outstanding that happens to one of our graduates after he/she leaves us.	Principal or his designee	Newspapers, P. F. O. paper	When needed

Implementation of Model

In order to facilitate the first orientation, a copy of the communication model was disseminated to all staff members with directions to read carefully prior to the orientation meeting.

As in the case with any type of change in the school system where people are expected to become more responsible or take on an additional workload, we found there was a small subcluster of our staff, all teachers, who felt some of the areas of the model should be an area of responsibility for someone else.

Two specific areas on the teachers' section of the model created some very adamant splits in staff thinking and agreement. One was on student progress and the other on failing students. Some teachers felt that it would be a real imposition on them to make phone calls or write personal letters to parents for all students who were to receive progress reports at the end of five weeks due to insufficient work and effort in their class work. This would mean for the average teacher somewhere in the vicinity of ten per cent (10%) of their total class load, or in the vicinity of fifteen personal contacts for a teacher with 150 student load each day. The loudest screams came from those teachers who usually send progress reports to fifty per cent (50%) of parents of all their students. The standard progress report was a very simple IBM data processing form which could be filled out in several minutes but did very little to inform the parents of the difficulties or how they can help their sons and daughters.

The other area which caused consternation on the part of many of these same teachers was the part on failing students. The committee felt very strongly that parents of failing students should be notified with a personal phone call in addition to a mailed deficiency notice. The mailed deficiency notice would many times be intercepted by the student and the parent would have no idea that their son or daughter was failing. The main reason for the phone call once again was to assist the parent to understand the problems the student was experiencing and how they could assist. The teachers felt the phone contact should be handled by the counseling staff due to teachers not having enough time during the school day to make the calls.

During the general orientation meeting with ninety certificated people in attendance, I personally felt the staff becoming quickly fragmented and also found it difficult to react and carry on a good discussion with such a large group, especially when about fifteen of them were definitely opposed to several areas of the model.

I would highly recommend holding orientation meetings throughout the day during conference periods where a good dialogue can take place with approximately fifteen people rather than ninety.

In deference to time and the split on staff agreement, it was decided to take these two items back to the committee and make some alternative recommendations.

The committee recommended that the teacher make every attempt to call the parents and if contact could not be made by the second attempt, the counselor should be notified and the counselor would then make the contact. If the counselor felt that a parent-teacher-counselor conference was necessary, the conference would then be arranged or arrangements would be made for the teacher to call the parent when convenient to both parties.

The committee also recommended that we consider dispensing with the data processing progress report due to its impersonal nature and lack of sufficient information and in its place, a teacher handwritten form be completed and mailed from the school.

After much discussion at the next meeting, almost the entire staff was in agreement with the alternative recommendations by the communication committee and the model was now ready for implementation at El Modena High School.

In order to implement the model, it was discussed very thoroughly at both the administrative staff meeting and the Instructional Council meeting. The administrative staff meets every Monday and the Instructional Council, which includes all department chairpeople, meets once each month and whenever needed.

It was decided that the members of the administrative staff would be given the responsibility of implementing and carrying out all areas of the communication model that fell in their areas on their job descriptions and on the administrative flow char. (See Appendix J for flow chart.)

Parent groups, students and all staff members were given copies of the communication model so that they were aware of its existence and how it was to be used.

Evaluation

The model was developed for a dual purpose (1) to increase and develop effective communication between the school and the community and (2) to increase the parent involvement in school activities and events through better communication. We will attempt to evaluate the effectiveness of the model with a pre and post survey analysis and through the verbal feedback obtained through telephone interviews, coffee kaltches and parent tours.

The comparative composite on the student questionnaire shows significant improvement on items one and five, (see Chart 1-A), while very little gain was demonstrated on items two, three and four. The communication from administrators and teachers to the parents had a fairly high percentage given by the students. This could be due to student reaction against too much parent-teacher communication.

It is interesting to note on the parents' comparative composite that on the same statements there was significant gain on items one, two and four, and little, if any, increase on items three and five. See Chart 1-B for detailed comparisons.

On the staff questionnaire, there was a significant increase on items one, two, three, four, five, six and eight. The only area where there was not any significant increase was item seven on teacher to parent communication. There was, however, a high percentage of response on this item in category one on the pre questionnaire.

In comparing selected items on the three questionnaires, it is interesting to note the high percentage of staff members (predominantly teachers) who feel there is adequate communication between teachers and students as opposed to a very low percentage on both the student and parent questionnaires. It appears that staff members and teachers especially may have an inflated concept regarding their communication procedures with students. Throughout the year the practicum participant personally interviewed students, over 200, randomly selected, to find out how students in general feel about the teachers, programs, and all aspects of campus life. A list of the questions asked each student can be found in the Appendix B. In a large majority of these students I found that students liked school and found El Modena High School a friendly place to be. I also found that most students felt good about the school as it is and offered few, if any, suggestions for change. The two areas mentioned by a few juniors and seniors was for an open campus at lunchtime and a smoking area to help clean up the smoke in the restrooms. A few of the other areas mentioned were the counseling and guidance program where certain personnel have come under some criticism in regard to good counseling procedures and communicating information accurately to the counselees. In addition, a few teachers were criticized for poor communication procedures with their students in addition to being very traditional in their teaching methods.

In addition to interviewing students, I personally interviewed approximately one hundred-seventy parents via the telephone and through personal interviews during the school year.

CHART I-A

Comparative Composite of the Student

Pre and Post Questionnaire

		Category 1 (Usually)	Category 2 (Sometimes)	Category 3 (Seldom)	Category 4 (Unknown)
1.	Communication from the administration to the student is adequate	10.2% (25.7%)	24.2% (31.2%)	41.5% (23.7%)	24% (19.2%)
2.	Communication from the teachers to the students is adequate	22.2% (21.5%)	37.7% (41%)	34.5% (32.7%)	5.5% (4.7%)
3.	Communication to my parents from the administration is adequate	57.7% (56.5%)	26.5% (29.7%)	12.5% (10.7%)	3.2% (3%)
4.	Communication to my parents from the teachers is adequate	49.2% (53.2%)	29.2% (27.2%)	17.5% (18.1%)	4% (1.2%)
5.	I am aware of important items of interest of the school through the communication procedures established	31.5% (48%)	48.2% 38.2%)	17.2% (11.7%)	3% (2%)

Over 400 students were administered the pre and post survey in twelve Social Science classes, four at each level of the 10th, 11th and 12th grades. The 400 surveys in the study were randomly selected for the study.

Pre survey percentage response is listed first with the post survey in parentheses.

CHART I-B

Comparative Composite of the Parent

Pre and Post Questionnaire

		Category 1 (Usually)	Category 2 (Sometimes)	Category 3 (Seldom)	Category 4 (Unknown)
1.	Communication from the administration to the students is adequate	18.7% (25.2%)	29.6% (36.3%)	27.2% (28%)	24.4% (10%)
2.	Communication from the administration to the parents is adeuate	16.9% (29.6%)	38.7% (37.9%)	39.8% (30.6%)	3.8% (1.8%)
3.	Communication from the teachers to the students is adequate	14.8% (16.8%)	48% (53.3%)	28% (25.7%)	8.5% (3.3%)
4.	Communication from the teachers to the parents is adequate	9.6% (27.2%)	22% (42.5%)	65.1% (28%)	3.1% (2%)
5.	I am aware of important items of interest of the school through the communication procedures established	28.3% (33.2%)	41% (40.2%)	27.5% (24.4%)	3.6% (2%)

385 parents responded to both the pre and post survey out of 1337 parents in the school. More than 400 post surveys were returned; however, only 385 were randomly selected for the study.

Pre survey percentage response is lised first with the post survey in parentheses.

CHART I-C

Comparative Composite of the Staff

Pre and Post Questionnaire

		Category 1 (Usually)	Category 2 (Sometimes)	Category 3 (Seldom)	Category 4 (Unknown)
1.	Communication from the administration to the staff is adequate	17.3% (29.6%)	38% (50%)	43.8% (29.3%)	.8% (.0%)
2.	Communication from the administration to the students is adequate	10.7% (18.6%)	33.8% (46.6%)	50.4% (31.3%)	4.9% (3.3%)
3.	Communication from the administration to the parents is adequate	19% (30.5%)	28.9% (45.7%)	32.2% (16.9%)	19.8% (6.7%)
4.	Communication from club sponsors to students is adequate	7.$% (22.8%)	33.8% (41.5%)	47.9% (29.6%)	10.7% (5.8%)
5.	Communication from club sponsors to other staff members is adequate	5.7% (16.9%)	27.2% (38.9%)	59.5% (38.1%)	7.4% (5.9%)
6.	Communication from teachers to students is adequate	51.2% (58.4%)	28% (31.3%)	11.5% (25%)	9.0% (7.6%)
7.	Communication from teachers to parents is adequate	53.7% (56.7%)	25.6% (35.5%)	12.3% (3.3%)	8.2% (4.2%)
8.	I am aware of important items of interest through the communication procedures established	15.7% (27.1%)	36.3% (45.7%)	45.4% (22.8%)	2.4% (4.2%)

121 staff members responded on the pre survey
118 staff members responded on the post survey
There are 130 total staff members

Pre survey percentage response is listed first with the post survey in parentheses

The comments in general focused on the same areas as most of the students interviewed with the one exception of career and vocational guidance and counseling. Many of the parents cited the lack of communication with students and parents in this important area. Although over sixty per cent (60%) of all of our students go to some kind of college or university after graduation, there is a growing concern about obtaining the necessary job skills and information about the world of work. Hopefully, the section on the model on counseling will take up some of this slack and provide our students with the necessary information.

On Chart 2 you will find a listing of the most mentioned comments by parents obtained through these telephone and personal interviews. The number to the right of the comment designated the number of times it was mentioned. It should be stressed that these parent and student comments and suggestions were given careful consideration and in some cases were placed in the model and in addition gave cause for a reorganization of the responsibilities of personnel in areas of support services for students, in particular to our counseling and guidance program.

To find out how much our parents knew about the school and its many services and instructional programs, I developed a questionnaire which dealt with specific items of information about such items as graduation requirements, remedial reading lab, math lab, off campus classes, high school proficiency exam, achievements of the school, etc. The idea behind this kind of questionnaire was to be information giving and at the same time give the school additional feedback on those areas which parents have little or no information or knowledge.

I feel that this survey was extremely successful not only in the use of the feedback that we received but as a public relations instrument telling parents what is happening and has taken place. Parent comments were extremely complimentary and as a result we have decided to develop two or three of this type of questionnaire and mail out to our parents during the school year. Each questionnaire would tell about specific aspects of our school programs. For a detailed breakdown on the percentage of our parents who were knowledgeable or had no knowledge of that particular item, see Chart 2. It was quite shocking to myself and members of our staff to learn that a very high percentage of our parents know very little about the school and the district in such areas as graduation requirements, remedial reading off-campus classes, sophomore English examinations and courses, library resources, career planning, and parent involvement at school. As a result of the pre questionnaire, many of these items were written in brief feature articles and disseminated to parents, students and staff through school publications. In addition, these items were discussed with all parent groups active in the school and at our evening parent coffee klatches.

CHART 2

Parent Questionnaire on Knowledge of School and Programs

		Yes	No
1.	Did you know that El Modena High School has a math lab?	21% (33%)	78.9% (67.0%)
2.	Are you aware that students must be able to read and do math at the eighth grade level or above to graduate?	14.8% (21.5%)	85.2% (78.4%)
3.	Did you know that El Modena High School has a remedial reading lab to help students with reading problems?	31.4% (71.1%)	68.5% (28.8%)
4.	Do you know that we have special off-campus classes that train students in job skills such as banking careers, medical occupations, etc.	16.6% (35.5%)	83.3% (64.5%)
5.	Are you aware that a student must successfully complete 210 units of work in grades 9-12 to graduate?	10.1% (20.0%)	89.8% (80.0%)
6.	Did you know that seniors are no longer required to take physical education?	44.4% (59.4%)	55.5% (40.6%)
7.	Did you know that all sophomore students must pass an English composition exam or take a composition course?	7.5% (35.4%)	92.4% (64.6%)
8.	Are you aware that 16 year old students may take a proficiency exam next year and if they pass it, they may discontinue high school with parent permission?	41.8% (58.7%)	58.1% (41.2%)
9.	Are you aware that our school library has over 26,000 volumes of books for student use?	12.7% (48.0%)	87.2% (51.9%)
10.	Did you know that your son or daughter will be or has established a plan for his/her career or vocation?	5.4% (74.0%)	94.5% (25.9%)

		Yes	No
11.	Are you aware that we have parents, students and staff work together to set objectives for each school year?	16.3% (35.5%)	83.6% (64.4%)
12.	Do you know that we have a community advisory council for the El Modena High School attendance area?	22.5% (36.6%)	77.4% (63.3%)
13.	Do you know the names of any members of the community advisory council?	3.6% (23.6%)	96.3% (76.3%)
14.	Did you know that our concert choir was one of ten choirs in the United States selected to participate in the International Music Festival in Vienna, Austria, in 1976?	18.4% (55.5%)	81.5% (44.4%)
15.	Do you think you learned a lot about El Modena High School by completing this questionnaire?	92.7% (56.7%)	7.2% (43.1%)

385 parents responded to both the pre and post questionnaire out of 1337 parents in the school. More than 400 post questionnaires were returned. However, only 385 were randomly selected for the study.

The pre survey percentage is listed first with the post survey listed in parentheses.

A chart, number 3, listing the items of interest and concern by parents has been provided to show the areas by categories and how many times the same item was given by different parents through the telephone interviews.

All faculty members were also actively involved in talking to parents on the telephone. In the past, parents usually did not hear from the school unless their son or daughter was in some kind of trouble or had a real serious problem. Each teacher was directed to make twenty-five telephone calls per semester (five per class) to talk to the parents about how their son or daughter was progressing and also make some very positive statements, if at all possible, about the student to the parent. This created all kinds of apprehensions and restlessness on the part of some of the teachers as they felt it was an imposition on their time and an increased burden or workload. Many felt very insecure as to what they were going to say about the student who never created a problem and was not an outstanding student. At the end of the first semester the teachers were asked to write a very brief evaluation of their telephone experiences talking with parents on a positive basis. The overall feeling of the staff was extremely positive as they found a large percentage of the parents to be very appreciative of the teacher taking the time to discuss their son or daughter's progress. An added plus came about as a result , which was that parents and teachers opened up the avenues of commication for any future needs.

CHART 3

Parent Comments from Interviews

Items are listed according to frequency of comment.

1. More effective communication with parents about school - 17
2. Improve total counseling services - 16
3. Need stricter student discipline on campus - 15
4. Need a bigger selection of elective classes - 15
5. More parent involvement in school functions - 14
6. Need better guidance and career counseling - 14
7. Too much lecturing in history classes - 13
8. Laxity in student morals - 11
9. Cut school costs - cut out frills - 10
10. Make students learn to read, write, and do math better - 10
11. Hire more new and younger teachers - 9
12. Offer more students remedial and advanced reading courses - 9
13. Offer more classes with job training skills - 8
14. Stricter discipline at graduation exercises - 8
15. Offer more after-school sports such as soccer and volleyball - 7
16. Suspend students less from school - 5
17. Designate a smoking area for students - 3
18. Train teachers in interpersonal relationships - 3
19. Too much emphasis on Mexican-American students - 3
20. More positive attitude on part of teachers toward students - 3

There were approximately 170 telephone interviews held by the practicum participant using open-ended questions during the 1974-75 school year.

The numbers to the right of each statement represent the number of times this item was mentioned by parents.

Some of the teachers had some unpleasant telephone experiences as some parents were either not very interested in talking about their son or daughter or the parent used this opportunity to vent over problems of the past. In situations such as this, teachers were directed to be a good listener and if possible encourage the parent to take any future problems to the administration.

These telephone calls had an adverse side effect that we had not contemplated. This was the student reaction with the teacher the day after the call to the parent. The students became very apprehensive and wanted to know why the teacher had called his or her parent. In some cases, the student exhibited a much-improved behavior, both in the academics and in discipline. However, with a few, it created an open resentment by the student toward the teacher.

The overall teachers' evaluation was very good. However, they still felt it took a tremendous amount of their time and in many cases time away from their families in the evening hours. There was also the problem of having enough private telephones available to accommodate the needs of all of our teachers in the school.

Considerable information was obtained from the student interviews and from the "Student Communication" Survey. The interview comments were quite numerous and have not been included in total due to the opened type questions that were used on many of the questions. (See Appendix B.) Although much input was gleaned from the student interviews, it was felt that they were not significant enough to categorize all twenty-one questions on a summary sheet for purposes of this report. However, a very brief summation was written on page 48 of the report.

The survey given to twelve social studies classes on communication was very revealing in a number of areas. Out of 360 students surveyed, 40 stated that they needed information on careers and vocations, while 31 students needed more information about graduation requirements and college prep course requirements. Twenty-one students wanted clarification on how teachers are grading them and twenty students wanted clarification on what is expected of them in various courses.

The other comments were not mentioned quite so frequently. The complete list of all comments mentioned more than one time has been included on Chart 5. The items on Chart 5 were disseminated to staff members for the purpose of re-inforcing the need for improved communication from staff to students.

CHART 5

Student Comments on Communication

from Student Survey

1. More information on career and vocational areas from counselors - 10
2. More information on graduation requirements and college prep courses - 31
3. How teachers are grading - 21
4. What is expected of students in courses - 20
5. How students are progressing throughout the semester - 16
6. Outline of course and benefits of course - 16
7. More information on all upcoming activities - 15
8. Teachers need better communication procedures in interpersonal relationships - 12
9. More information on college tests such as PSAT and SAT - 12
10. Recognition for a job done well - 6
11. What goes on in faculty meetings - 6
12. Plans for future programs and new courses - 5
13. Why the smoking in the restrooms is not stopped - 5
14. Communicate the importance of activities such as the academic decathlon - 4
15. What teachers are trying to teach us - 3
16. New methods of techniques of teaching - 3
17. More information on what the Board of Education is doing - 2
18. Communicate more with students through personal interview - 2

19. More information about low income students' college opportunity - 2
20. There were thirty-one other items which were only mentioned one time.

The comments above are listed according to the frequency to which they were mentioned from 225 open-ended surveys given to senior students in eight senior history classes.

Outcomes and Achievements

One of the most important items of concern that we have as school administrators is the proper use of our time and the time of our staff members in the instructional and support programs.

Whenever you undertake a project such as this, you must make an accurate evaluation and determination to justify the tremendous amount of time and effort put forth by the entire staff. In other words, does the outcome justify the effort? In our case, I can honestly say "Yes." However, we certainly learned a lot about ourselves and our staff in the process of implementing and putting the model into practice.

The outcomes revealed to us that more parents became involved in school functions, parents and staff members began to better understand and appreciate the efforts and concerns of each other, we had fewer small problems that developed into full blown principal, teacher, parent confrontations, there was increased two-way communication between students and teachers and between administration and the students, there was an increased responsibility factor on all staff members to make sure they were utilizing the model as it was intended.

The purposes of this model was two-fold: (1) to increase two-way communication within the school and in the community, and (2) to involve more parents and community members in school activities and functions. I feel confident that we achieved these two major objectives as shown in the evaluation of the surveys, interviews, telephone calls, and actual parent participation as seen on Chart 4 on parent participation.

Overall we had an approximate 24% increase in parent participation in school activities. The chart gives the number of people that came to these activities. However, it should be mentioned that some parents were counted in more than one activity and the total number of 3157 does not reflect 3157 different people, only participants.

We had two large events, Back to School Night and Open House, which had been poorly attended during the past years. We decided to get more parents out to these two big parent activities. We had to involve the students and plan special activities involving students and staff. In addition, we used as much students and staff assisted publicity as needed to develop enthusiasm and interest. With this in mind we planned an ice cream social with our parent "Back to School Night" and involved students in the planning and serving of the ice cream. We also invited students to come with their parents. The number of parents more than doubled as both parents and staff had a chance to meet and interact in a very informal setting.

At our "Open House" in April, the attendance was so poor in the past that we were seriously considering canceling this activity. However, after much discussion and brainstorming by staff members, it was decided to involve students in simulated and real activities and performances. Each department would be responsible for planning and putting on their activity with as much student participation as possible. We had performances by our school band, drill team, dance club, vocal music groups, gymnastics team, and badminton team. We also had many simulated activities in many classrooms along with a fashion show in the sewing room, a party given by the foreign language teachers and students with food from France, Germany, Spain, and Mexico with a little French Champagne to quench the thirst. As a result of extensive planning and publicity, our parent count went from approximately 250 in 1973-74 to over 530 in 1974-75 with many extremely pleased and complimentary parents.

The two areas where attendance was less in 1974-75 then in 1973-74 were sophomore parent orientation and the girls' athletic awards banquet. We could find no reason for the decrease in sophomore orientation program. However, the reason for the decrease in the number of parents at the girls' athletic awards banquet was due to our girls' program going from a semi-intramural program to a full blown competitive athletic program involving other schools in a league with playoffs for each sport. This type of program decreased the number of girls participating and also the number of parents attending the awards banquet.

We had many music concerts, drama productions, and other activities. However, we had no accurate count available for comparison purposes.

CHART 5

Parent Participation

Listed below are comparative figures for parent participation at various school functions.

		1973-74	1974-75
1.	Sophomore Parent Tours	56	125
2.	Back to School Night for Parents	226	465
3.	CollegeNight for Seniors & Parents	65	91
4.	Library Auxiliary	27	32
5.	Athletic Booster Club	56	59
6.	Band Booster Club	24	27
7.	Drill Team Booster Club	0*	25
8.	Vocal Music Booster Club	63	71
9.	Home Economics Holiday Treats	44	61
10.	Coffee Klatches	70	84
11.	Parent Volunteer Tea	43	46
12.	Date Dad Night	214	251
13.	Mother-Daughter Fashion Dessert	60	77
14.	MECHA Banquet	122	129
15.	Parent Orientation for Sophomores	141	135
16.	Girls' Athletic Awards Banquet	406	341
17.	Mother-Daughter Tea	60	71
18.	Open House in April	250	530
19.	Drill Team Spring Show	469	537
Total Number of Participants		2403	3157
Total Percentage Increase			24%

Note: There is considerable overlap in parent participation in the activities listed as we were concerned with the number of participants only.

*Did not exist in 1973-74.

In order to obtain as much input as possible on methods or activities presently being used in the 40 schools in the Orange Unified School District, a questionnaire, Appendix C, was sent to all school principals and district based administrators requesting their assistance. A composite of all methods of communication and parent involvement has been compiled for purposes of this practicum to assist us in the development of the communication model. The composite has been duplicated along with the model and disseminated to all principals who requested a copy for their own use. On the following pages you will find the composite on communication methods. In addition, you will find a composite of the types of activities that all school district administrators submitted on the questionnnaire that have been used successfully for parent involvement.

Composite of District Administrators

Methods of Communication

Method of Communication	Responsibility
Weekly Newsletter	Principal
Telephone Conference	Teacher and Principal
Parent Conferences - Student Progress	Teacher
Parent Conferences - Discipline Problems	Teacher and Principal
Report Cards	Teacher
Coffee Klatches	Principal
Home Visitation	Teacher and Principal, Nurse
School Newspaper (Junior and Senior High Schools)	Students and Journalism teacher
Local Newspaper News Releases	Principal and Public Relations Administrator
Community Advisory Council	Area Superintendent and Principals
Special Mail-out to Parents	Principal
Progress Reports	Teacher
Attendance Contacts	Attendance Coordinator
Tours of the School	Principal
Thank-U-Grams	Principal
Invitations (Written)	Originator
Parent-Faculty Newsletter	Parent Group
Citizen of the Month Letters	Principal
Complimentary Notes or Memos	Teachers
School Registration Packets	Administrator in Charge
Class Newsletter (Elementary School)	Students and Teachers
Deficiency Notice	Teacher
Pot Luck Dinners	Parent Group
Early Childhood Education Newsletter	E. C. E. Coordinator
Reading/Resource Newsletter	R/R Teacher
School Programs - Instructional	Teachers/Principal
School Programs - Extra Curricular	Principal
Telephone Interviews with Parents	Principal
Student Interviews	Principal
Booster Club Meetings	Booster Club President
Parent-Faculty Meetings	Parent-Faculty President
Parent Visitation to Class	Principal
Dissemination of Board Minutes	Principal
Student Honor Roll Letters	Principal
Career and Vocational Planning	Counselors
Awards Assemblies	Teacher, Principal, Coaches
Visits to P. F. O. and P. T. A.'s from Feeder Schools	Principal
School Activity Calendars	Principal, Activity Director
Student Orientation Meetings	Principal, Assistant Principal

Composite of District Administrators Activities

Used to Involve Parents in the Schools

Activity or Program

Room parties - elementary school
Room volunteer aides
Resource Center/Volunteer aides
Special class lessons (art, braille, etc.)
Parent-Faculty meetings
Pot luck dinners
School carnivals
Mothers' teas
Back to School Night (October)
Kindergarten orientation
Seventh grade orientation
Sophomore orientation
College Night for Seniors
Music programs
Drama productions
Guest lectures
Booster Clubs (Band, Athletics, Vocal Music, Drill Team, Drama)
Art sales
Scholarships and Faculty Awards Night
Athletic Awards banquets
Hobby show
Talent show
Tutoring
Ice cream socials
Hot lunch program
Coffee Klatches
Classroom visitations
School tours
Open House in April
Athletic events
P. F. O. Christmas Tea
Book fair and Potluck dessert
Arts and Crafts fair
Family Fun Night
Elementary sports playdays
Parent Bridge Night
Parent Bowling League
Band and Drill Team parades and competitions
School Plan Committees
Swap Meet
Pancake breakfast

Activity or Program (continued)

Honor Society Induction
Volleyball Night for Parents
Mothers workday - Instructional Aides
Mini courses taught by parents
Parent group recruitment of parent volunteers
Parent-Teacher conferences
Early Childhood Education volunteer aide
Roller skating parties
Parent effectiveness training classes
Mother-daughter fashion desserts/luncheon
Father-Son Night
Assistance with registration
Date Dad Night
Science Fair

Benefits of Improved Communication

As was stated earlier in the report, we were able to increase our parent participation in various school activities by twenty-four per cent (24%) as a result of the communication model designed for use at the high school level.

The benefits we have experienced during the past year have taken the form of much more parent support for all of our programs, both curricular and extra curricular, more trust in the teachers and administrators by both students and parents, a more positive attitude between students and teachers and between students and administrators, a feeling of more respect and freedom by students and a much improved campus environment.

In addition we have gotten feedback from our parents that they are quite happy with El Modena High School, with some minor exceptions, of course, and the many types of programs and activities offered to students and parents.

In answering the question what is effective communication and how do you know when you have it? Atkinson states that without it you lack parent support both morally and financially. As stated above, we definitely feel closer to the parents due to our increased efforts to communicate with them during the past year. Financially, they came to our assistance and passed a tax override during this same year. I might add that the El Modena attendance area carried the support of their parents with a sixty per cent (60%) plurality of votes.

It should also be noted that our tax override was one of the very few passed throughout the state of California during 1975.

Based on Atkinson's definition, I would say we have achieved effective communication. However, I also feel that in order to maintain and build on what we have achieved, it is extremely important to continue the use of the communication model and to make revisions as needed.

CHAPTER II

DISTRICT BASED COMMUNICATION - COMMUNITY ADVISORY COUNCILS

Introduction

In response to requests from citizens for increased parental involvement in the decision-making process, and motivated by a survey which clearly indicated inadequate communication between schools and community, the Orange Unified School District Board of Education and Superintendent appointed a committee of administrators to formulate guidelines for the establishment of school-community advisory councils.

Advisory councils ideally represent an opportunity for parents, teachers and other citizens to take part in the decision-making processes of their schools. They can afford the public the opportunity to become acquainted with, and actively influence, the education received by their children, as well as playing a significant role in the determination of priorities and policies followed by the school district.

There is a wealth of talent among today's citizenry which can be mobilized for contribution to public education. The school districts must provide the kind of organization needed as advisory councils could become an effective bridge between education and every day life.

In the Orange Unified School District, the formulation of advisory councils will assist the District in a move toward decentralization by high school attendance areas begun in 1974. This will will allow advisory councils to define problems and opportunities, and to localize and establish area identities.

Our parents need to participate in policy making as it is extremely important. Productive participation requires parents who are well informed and who understand the problems faced by schools.

The following is the development and implementation of community advisory councils in the Orange Unified School District and the effectiveness of its beginning.

STATEMENT OF OBJECTIVES

The intent of this section of the Communication Model is to accomplish the following objectives:

1. During the 1975-76 school year, a Community Advisory Council will be implemented in each high school attendance area in the Orange Unified School District. Its purpose, membership requirements and procedural guidelines will be submitted to the Board of Education for adoption. Evaluation of this objective will be the successful approval by the Board of Education.

2. By the end of September, 1975, a Community Advisory Council Handbook will be developed and given to each member of the Orange Unified School District Councils. The effectiveness of this handbook will be measured by a pre and post survey of members who have served on the Council. Verbal discussions with members will assist in evaluating the effectiveness of this handbook.

3. By the end of December, 1975, seventy per cent (70%) of the building principals will utilize the Community Advisory Council for input on educational concerns in their attendance areas. A survey of building principals will determine the effectiveness of this input.

4. By the end of December, 1975, seventy per cent (70%) of the members of the Community Advisory Council will have gained knowledge concerning the educational and financial structures of the District. This will be measured by a survey of the members and in oral discussions.

5. By the end of December, 1975, the formation of Community Advisory Councils will have opened another channel of communication from community to school. It will increase interest in educational matters by twenty per cent (20%). This will be measured by a random sampling of the parents at each high school and the actual count of the number of district bulletins.

DEVELOPMENT OF THE DESIGN

> "There is probably no such thing as citizen apathy regarding the schools; there is only lack of good ways for them to participate in school affairs."
>
> Herbert M. Hamlin

Organization of the Community Advisory Council

In the spring of 1974, the Orange Unified School District Superintendent directed Dr. Wallace Raynor, Assistant Superintendent, to convene a district committee to form guidelines for the establishment of a Citizens' Advisory Council. Selected were: Louie S. Joseph, Principal/Canyon High School; Ed Herman, Principal/Yorba Junior High School; Neil Smith, Principal/Continuation School; Jack Elsner, Principal/Lampson Elementary School. Noticeably missing were parents and faculty members. This was due to the prevailing negative sentiment expressed by many of the principals in the district. They felt that the local P. T. A. and P. F. O. groups formed a sufficient number of advisory groups and that creation of the C. A. C. would be a duplication of efforts.

Visitation to Other School Districts

In order to receive input from other districts, Mr. Ed Herman and I solicited an invitation to visit a meeting of the El Toro High School Advisory Committee, a neighboring community. We attended a demonstration and presentation of the school's reading program which was to involve all freshman and sophomore students. Makeup of the committee encompassed thirty members, and representatives of all areas of the community were involved.

Purpose of the committee was strictly advisory and not to administer the school. The principal acted as chairperson, but hoped to relinquish this role as soon as possible to the responsibility of a lay person. El Toro was in the beginning process of developing a structured approach. However, the meeting was largely informal in nature, mainly so because of the personality and direction of the principal. (See Appendix K-R.)

A subsequent visit to Gardena High School (See Appendix S-U.) in the large Los Angeles Unified School District provided a definite contrast to the El Toro visitation. The Los Angeles District has published an official handbook of guidelines and information for its C. A. C. members. Each school has a community advisory council, strongly structured, with members elected from the community. Following are some of the functions of the School Community Advisory Council from Los Angeles, California:

> Functions. Advisory Council functions shall include
> but shall not be limited to:

a. Participating in the decision making process through involvement in the assessment of educational needs, the establishment of priorities, the planning of the educational program and budget resources for it, the definition of goals, and the evaluation of the school and its academic effectiveness.

b. Facilitating school community with parents and community.

c. Informing and advising school staff regarding community conditions, aspirations, and goals.

d. Assisting in providing support to parents, teachers, students, and community for school programs.

(See Appendix K for complete description.)

The Ocean View District in Huntington Beach, California, which contains only elementary schools and created an advisory council for each school was visited.

They specified nine areas as those of specific concerns as functions of a school advisory committee:

1. Assisting the principal and staff in the decision-making process through involvement in the assessment of educational needs, the establishment of priorities, the planning of the educational program, and the definition of goals.

2. Facilitating school communication with parents and community.

3. Informing and advising school staff regarding community conditions, aspirations and goals.

4. Assisting in providing support to parents, teachers, students and community for school programs.

5. Informing the school principals regarding opinions and attitudes of parents and other citizens on significant issues of a general type; e.g., standards of student behavior, philosophical basis for instruction, and other school/community related matters.

6. Assisting in establishing liaison between the school and individual families; strengthening communication between the school and the community it serves.

7. Assisting in identifying educational needs unique to the individual school attendance area.

8. Assisting in interpreting school needs and programs to the community.

9. Advising the school on adaptation of educational programs to local needs.

Guidelines Developed for Orange Unified

After considerable discussion, the committee recommended the following responsiblities of the Community Advisory Councils for the Orange Unified School District:

1. Advise the area superintendent and building principals on matters related to educational needs, problems, and suggested priorities.

2. Advise the area superintendent and building principals regarding opinions and attitudes of parents and other citizens on significant issues of a general type, e.g., vocational education, counseling services, standards of student behavior, etc.

3. Assist in strengthening communication and establishing liaison between the schools and the community they serve.

4. Assist in identifying educational needs and problems unique to the Community Advisory Council attendance area and interpreting these needs to the community.

5. Assist in providing support to parents, teachers, students and the community for school programs.

A recommendation was drafted and presented to the School Board for adoption. (See Appendix V.)

Desirable Characteristics of Members

The choice of members for a Citizens' Advisory Council is very important. Parents with the following characteristics would be asked to serve:

1. Certain personal characteristics essential to the success of Citizens' Advisory Councils such as open-mindedness, responsibility, personal integrity, maturity of thought, a constructive attitude, and an ability to cooperate.

2. Interest in education.

3. Representative of the factions of the district.

4. Individuals who may attend to exploit a citizen's advisory council or use it for personal gain must be avoided.

Students were to be included from the junior and senior high school. The exposure, experience, education and credibility of having one or more students on a citizens' advisory council would be profound. Each high school principal from the attendance area would be requested to attend all meetings.

Committee Organization

Under the approved guidelines, each of the members of the Community Advisory Council was to serve for one year terms for the 1975-76 school year and then for a period of two years with one-half of the members leaving at the end of the first year to allow for continuity.

Since this is our first year of operation, and we have four Community Advisory Councils, we requested from the School Board permission to allow the two areas I supervise to draw lots for terms of one, two and three years so that a systematic rotation of members was established. Replacement members would then typically serve for three year terms. Committee members would not be eligible for reelection or reappointment until they had been off the committee for one year. We would then review this and compare with other areas the methods to compare the effectiveness of the two. Our lay chairperson would be selected from members who had served at least one year before being elected.

The average number of meetings held per year would be eight. Each attendance area would be asked to schedule one meeting a month.

Necessary Administrative Techniques

1. Agendas for all meetings would be provided.
2. Officers would form an executive committee.

3. The roles of the administration, the School Board, the chairperson and members of the committee would be continually clarified.

4. Members of the Advisory Council would attend School Board meetings on a rotating basis.

5. For the future, use a selection committee to obtain members for the Community Advisory Council.

6. Attitudes of sincerity, helpfulness and willingness among committee members should be emphasized and developed.

7. Not allow the size of the council to become too large for constructive action.

8. Be aware not to allow an organization in the community to dominate the Community Advisory Council.

Community Advisory Council Handbook

In discussion with fellow educators while visiting various districts and in conjunction with a desire by our Superintendent, a need was expressed for a handbook to be developed and made available for council members.

The handbook is to be used for informational and in-service purposes. In order for it to be a functional instrument, it was purposely structured to be a brief compilation of the necessities for a first year operation.

The handbook would contain:

1. Functions of School Community Advisory Councils
2. Background of the Historical Development of Advisory Councils
3. Benefits of a Council

4. District Approved Guidelines
5. Questionable Activities of a Committee Advisory Council
6. Evaluation
    a. Schools and Programs
    b. What not to?
7. Glossary of Terms
8. Appendices
    a. Legal Basis for Authority of School Administrator
    b. Consideration for Meetings
    c. Parliamentary Procedure
    d. District Organizational Charts

(Please see Appendix V for complete copy of handbook)

IMPLEMENTATION

Support from P. F. O. and P. T. A. Groups

The Orange Unified School District has a Coordinating Council consisting of parent group presidents and building principals.

In April, 1975, the Superintendent introduced the concept of Community Advisory Councils to this group for their comments. He assured them the functions of the Community Advisory Council would not infringe on local Parent-Teacher Associations or Parent-Faculty Organizations supporting the schools in financial and volunteer work, but that it would bring increased participation and involvement of the total community in the decision making process on educational matters.

Our principals were kept informed of the development and progress at their K-12 council meetings by the area superintendents.

A general feeling of approval was voiced by the presidents of the parent organizations. They were willing to support the advisory concept of a Community Advisory Council and did not feel it would affect the contributions of their particular group. Principals were lukewarm to the proposal. Their feelings were that their local parent organization was sufficient to give input on educational and other school concerns. They felt a threat of interference in administering their school.

Each principal was requested to explain the concept of the Community Advisory Council to their staffs and to bring back any concerns to the area superintendents. Information was disseminated in a news release to the public by ou. Public Information Officer of the Advisory Councils.

On April 25, 1975, the Orange Unified School District adopted the guidelines for Community Advisory Councils with implementation scheduled for Fall of 1975.

Building principals were asked to recommend two or three parents who had the appropriate characteristics of membership that were mentioned earlier.

Upon receiving the information from the principals, the area superintendents selected fifteen people to serve on the first committee. Invitations were sent to all of the nominees in the four attendance areas. (See Appendix W.)

Thrust and Impetus for 1975-76

It was determined that decentralization into high school attendance areas would bring forth different concerns and problems and, therefore, common agendas would not be necessary. However, the two area superintendents felt a need to discuss in all areas sometimes during the year the following concerns:

1. Year-round School Concept.
2. Vandalism.
3. High School Graduation Requirements.
4. Alternatives to Suspension.
5. Open and Closed Campus - High Schools.
6. Smoking Areas on High School Campuses.
7. Financial Structure of District.
8. Growth Areas and Need for New Schools.
9. Feelings of Students.

These topics would not restrict each group from determining and considering other relevant areas they feel need attention.

First Meeting

Each attendance area scheduled their first meeting for the month of September. This meeting was designed to set the tone for the year, give members an opportunity to become acquainted and in general lay the foundations for the effective development of the advisory council.

Agendas were sent out (See Appendix X.) to all committee members for the September meeting.

My colleague, Dr. Jenkins, wanted to find out the feelings of one of his areas as to their perspective of a Community Advisory Council and asked them to list what they felt their function to be. They listed the following:

Should be:

1. Liaison between parents and schools as to needs desired by parents and students for effective learning.
2. Act as a sounding board for new ideas and programs schools wish to attempt.
3. Bring in ideas for the improvement of our schools in relation to our community.
4. Discuss and try to resolve problems the community might develop because of school functions.

Should not be:

1. Not a policy making body, but an advisory group.
2. Do not become involved in personnel matters.
3. Not an arena of petty grievances.
4. Not a social group.

A copy of district approved guidelines, as adopted by the School Board, was then given to each member for reference. It was interesting to compare their responses with the approved guidelines. They were similar in many respects.

The general tenor of all the meetings was successful. The parents indicated satisfaction in being asked to participate in the design of the educational program of their youngsters and the problems facing the school district. They were most cooperative and a unified feeling for accomplishing objectives they agreed upon was created.

Some of the concerns from the district level for the Community Advisory Councils to study were:

1. Housing of Students for 1976-77.
2. Student costs in the High Schools and How to Keep at a Reasonable Level.
3. Vandalism and Ways to Combat It.
4. Audits of School Plans.
5. Understanding of the Schools.
6. Reporting to Board of Education.

Immediate Need of Assistance

The California State Legislature passed legislation effective January 1, 1976, to make it permissive for school boards to establish smoking areas on high school campuses and to allow physical education to become optional for students over the age of 16 and who have had one year of physical education at the high school level.

In conjunction with our Student Advisory Council to the School Board of which I act as liaison and sponsor, the parent councils and student council sponsored an evening workshop on these two concerns. A medical doctor, administrators, teachers, concerned parents and students were invited to participate. The workshop was designed to allow ample discussion and input to the entire school district and community on two important topics and concerns.

Each Community Advisory Council was asked to send three members to participate. Reports were taken back and given to the entire group.

The recommendations of the four Community Advisory Councils on smoking was unanimous - not to allow smoking on campus. On the optional physical education, the recommendation to the School Board was split. Two councils were for mandatory physical education and two were for optional physical education.

The Orange Unified School District Board of Education at their December 8, 1975, meeting voted not to allow smoking on campus and to make physical education optional for seniors only.

In the appendices are complete agendas and minutes of the El Modena and Villa Park Advisory Council meetings. These are the areas for which I am responsible. There are minutes included from Orange and Canyon Community Advisory Council meetings for comparison. (Please see Appendices Y-EE for Villa Park, FF-II for El Modena, JJ-MM for Canyon, and OO-PP for Orange.)

Distribution of Minutes of the Community Advisory Council

It is important that there be wide distribution of the minutes to members of the school district and the community. The minutes are sent as follows:

1. Superintendent and Cabinet Staff.
2. School Board Members.
3. Principals of all the Schools - K-12 Levels.
4. Presidents of Each School's Parent Group.

5. Presidents of Each School's Booster Club, e.g., Athletics, Band and Drill Team, Drama, etc.
6. Members of the Community Advisory Council.
7. District Public Information Officer.

Role of Chairperson

The need for a lay person to be chosen as chairperson was discussed with the Community Advisory Councils. As the two councils elected their officers, I met with each elected chairperson to define their role and to inservice them as to what was expected of them and what they could expect of me and the school district. They were beneficial meetings and prior to each meeting, I now meet to discuss agenda items and the feelings of the chairperson. This has led to a high trust level between the chairperson and myself.

EVALUATION

An evaluation survey instrument was prepared and sent to all four attendance area Community Advisory Council members. Forty-nine responses of sixty sent were returned for an eighty-one per cent (81%) response. Considerable oral discussion with the Advisory Councils substantiated the survey results that are as follows:

ORANGE UNIFIED SCHOOL DISTRICT
OLIVE VILLA PARK EL MODENA SILVERADO ORANGE

DONALD W. INGWERSON, Ed.D
Superintendent

370 NORTH GLASSELL STREET
ORANGE, CALIFORNIA 92666
TELEPHONE (714) 997-6221

December 19, 1976

Dear Community Advisory Council Member:

Community Advisory Councils by high school attendance areas have been in operation for the first semester of the school year. As this is the District's initial thrust in involving the community in an advisory role, it is important that we evaluate our first semester of operation.

Your answers to the questions we have requested in the attached survey will help the schools and other advisory councils in their work. Would you please complete the questionnaire and return it to this office by January 5, 1976. For your convenience, a stamped self-addressed envelop is enclosed.

Thank you for your interest and assistance.

Sincerely,

Louie S. Joseph
Assistant Superintendent

James M. Jenkins

James M. Jenkins
Assistant Superintendent

LSJ:JMJ:ce

Attachment

ORANGE UNIFIED SCHOOL DISTRICT
370 North Glassell
Orange, California

SCHOOL-COMMUNITY ADVISORY COUNCIL QUESTIONNAIRE
COMPOSITE RESULTS

1. High school area - please check one.

El Modena	14
Canyon	12
Orange	10
Villa Park	13

2. Please circle the number of council meetings you have attended.

1 - 2	3 - 4	More than 5
(8)	(41)	

3. Approximately how many informal contacts on School-Community Advisory Council business (phone calls or conversations outside regular meetings) have you had with school personnel this year?

1	2 - 4	5 - 7	8 - 10	More than 10
(16)	(39)	(36)		

Please circle the number that indicates your feelings concerning council meetings/activities:

		Little	Somewhat	Much
4.	Was the handbook of assistance in explaining your role?	1 (1)	2 (3)	3 (45)
5.	Were you interested in the meetings?	1 (1)	2 (5)	3 (43)
6.	Did you consider the topics relevant and important?	1	2 (10)	3 (39)
7.	Do you think the group is accomplishing its purpose?	1 (7)	2 (20)	3 (22)
8.	Do you feel that the District values your ideas and opinions?	1 (5)	2 (26)	3 (18)

		Little	Somewhat	Much
9.	How much better do you understand programs in your school as a result of the meetings?	1 (1)	2 (11)	3 (37)
10.	Has participation as a C.A.C. member increased your interest in educational Matters?	1	2 (10)	3 (38)

Please circle Yes or No to answer the questions which follow:

11.	Are you gaining new facts, ideas, and knowledge about your school?	Yes (47)	No (2)
12.	Have you received more information as a C.A.C. member than your student brings home?	Yes (41)	No (6)
13.	Do all members have an opportunity to present their views in discussion?	Yes (49)	No (0)
14.	Do group members work well together?	Yes (48)	No (1)

Please circle one number in each line to show how helpful the following activities were to you:

		Does Not Apply	Not Helpful	Helpful	Very Helpful
15.	Diescussions in the group.	0	1 (3)	2 (24)	3 (21)
16.	Informal gatherings before or after meetings or at break.	0	1 (3)	2 (28)	3 (18)
17.	Guest speakers.	0	1 (1)	2 (28)	3 (27)
18.	Movies, filmstrips, tape recordings, etc.	0 (27)	1	2 (18)	3 (4)
19.	Visiting schools.	0 (23	1	2 (18)	3 (7)

20. Who decides the number of meetings to be held by the group?

____

21. Who decides what topics or subjects are to be covered?

____

22. From meetings held so far, please list the three topics that you consider most important.

____

____

____

23. What projects or activities of the group have been most successful?

24. What are some things you would like to consider or do in future meetings?

25. Please give any ideas you may have for improving future meetings and add any comments you may wish concerning School-Community Advisory Council work.

CANYON HIGH SCHOOL

RESULTS

ORANGE UNIFIED SCHOOL DISTRICT

CANYON HIGH SCHOOL AREA
RESPONSES TO
SCHOOL-COMMUNITY ADVISORY COUNCIL QUESTIONNAIRE

Questions

1. High school area - Canyon High School Area.

2. Please circle the number of council meetings you have attended.

1 - 2	3 - 4	More than 5
	(12)*	

3. Approximately how many informal contacts on School Community Advisory Council business (phone calls or conversations outside regular meetings) haveyou had with school personnel this year?

1	2 - 4	5 - 7	8 - 10	More than 10
(5)	(12)	(6)		(1)

Please circle the number that indicates your feelings concerning council meetings/activities:

	Little	Somewhat	Much	Comments
4. Was the handbook of assistance in explaining your role?	1	2	3 (12)	
5. Were you interested in the meetings?	1	2	3 (12)	
6. Did you consider the topics relevant and important?	1	2 (3)	3 (9)	
7. Do you think the group is accomplishing its purpose?	1	2 (8)	3 (4)	The representatives should give reports to Parent-Teacher Boards at their own schools and get input to bring to the Advisory Council. I feel this would make the council more effective.

*( ) Indicates number of responses.

Questions	Little	Somewhat	Much	Comments
8. Do you feel that the District values your ideas and opinions?	1	2	3	
9. How much better do you understand programs in your school as a result of the meetings?	2	2 (4)	3 (8)	
10. Has participation as a C.A.C. member increased your interest in educational matters?	1	2 (3)	3 (9)	

Please circle Yes or No to answer the questions which follow:

	Yes	No
11. Are you gaining new facts, ideas, and knowledge about your schools?	(12)	
12. Have you received more information as a C.A.C. member than your student brings home?	(10)	(2)
13. Do all members have an opportunity to present their views in discussions?	(12)	
14. Do group members work well together?	(12)	

Please circle one number in each line to show how helpful the following activities were to you.

	Does Not Apply	Not Helpful	Helpful	Very Helpful
15. Discussions in the group.	0	1 (1)	2 (8)	3 (3)
16. Informal gatherings before or after meetings or at a break.	0	1	2 (11)	3 (1)

	Questions	Does Not Apply	Helpful	Helpful	Very Helpful	Comments
17.	Guest Speakers.	0	1	2 (7)	3 (5)	
18.	Movies, filmstrips, tape recordings, etc.	0 (6)	1	2 (4)	3 (2)	
19.	Visiting schools.	0	1	2 (8)	3 (4)	

20. Who decides the number of meetings to be held by the group? (the group) (this should be determined by the number of topics needed to be discussed - may vary with the area) (the advisory group) (the entire group) (Dr. Jenkins)

21. Who decides what topics or subjects are to be covered? (the entire group) (the group) (the majority of the group) (group) (councils) (I feel we need input from the members as well as school personnel to decide on topics to be covered) (district personnel after input from group) (members)

22. From meetings held so far, please list the three topics that you consider most important. (year-round school, special educational programs - ROP, media center at Riverdale, budget cuts) (adequate schools/overcrowding, value of learning centers, school funding - special programs) (suspensions) (acquaintance with new school programs in district, hearing, first hand, the opinions of those who are critical of our district, evaluation of our schools - what's good and what's bad) (year-round schools, school financing, parent feelings toward schools and teachers) (revenue increase, additional schools) (school district budget, year-round schooling, building new schools) (communication) (budget, special programs, future plans) (vandalism) (graduation requirements)

Questions

Comments

23. What projects or activities of the group have been most successful? (better communication with administration - we know their concerns - they know ours) (relaying information to interested parents about topics in question #20) (general discussions, questions and answers between parents and school personnel) (touring Canyon Hills TMR very enlightening, inviting others for discussion, it was a heated discussion, but it gave all an opportunity to air their feelings)

24. What are some things you would like to consider or do in future meetings? (learn more about other programs, i.e,, ELP, LDG - their goals and how they go about it) (some time might be spent with council members from other high school areas in our own district - could we have a clearer picture of what our duties are as a member of the council - I gained a lot but didn't share it that much) (I'd like to see the district set up tighter controls on the teachers. Maybe the advisory council could make suggestions. Pupil behavior problems should be studied also) (report on year-round schooling, how are we overcoming crowded schools, program to have community help to combat school vandalism) (discuss with teachers areas that could use some improvement - obtain their viewpoint - perhaps open discussions with them)

25. Please give any ideas you may have for improving future meetings and add any comments you may wish concerning School-Community Advisory Council work. (information should be taken back to schools and parent organizations) (this was brought out in our last meeting, but I think it is very important to have communication between the council members and our individual schools - in newsletters, in PTA meetings, at coffees, etc.) (need better communication between council members and local school parents) (more input from minority groups - more involvement of students) (I have enjoyed meeting with the group. I have tried to help pass information along to those who were interested.)

EL MODENA HIGH SCHOOL

RESULTS

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA HIGH SCHOOL AREA
RESPONSES TO
SCHOOL-COMMUNITY ADVISORY COUNCIL QUESTIONNAIRE

Questions

1. High school area - El Modena High School Area.

2. Please circle the number of council meetings you have attended.

1 - 2	3 - 4	More than 5
(2)	(12)*	

3. Approvimately how many informal contacts on School-Community Advisory Council business (phone calls or conversations outside regular meetings) have you had with school personnel this year?

1	2 - 4	5 - 7	8 - 10	More than 10
(5)	(12)	(6)		

Please circle the number that indicates your feelings concerning council meetings/activities:

Questions	Little	Somewhat	Much	Comments
4. Was the handbook of assistance in explaining your role?	1 (1)	2 (1)	3 (12)	
5. Were you interested in the meetings?	1 (1)	2 (1)	3 (12)	
6. Did you consider the topics relevant and important?	1	2	3 (14)	
7. Do you think the group is accomplishing its purpose?	1 (2)	2 (2)	3 (10)	
8. Do you feel that the district values your ideas and opinions?	1 (2)	2 (2)	3 (10)	I think a Community Advisory Council is an important, could even be crucial, adjunct to the work of the Board and administrators, although acceptance by them of C.A.C.'s is unknown to me in either quality or quantity.

*( ) Indicates number of responses.

Questions	Little	Somewhat	Much	Comments
9. How much better do you understand programs in your school as a result of the meetings?	1	2 (4)	3 (10)	
10. Has participation as a C.A.C. member increased your interest in educational matters?	1	2 (2)	3 (9)	

Please circle Yes or No to answer the questions which follow:

	Yes	No
11. Are you gaining new facts, ideas and knowlege about your school?	(14)	
12. Have you received more information as a C.A.C. member than your student brings home?	(12)	(2)
13. Do all members have an opportunity to present their views in discussions?	(14)	
14. Do group members work well together?	(14)	

Please circle one number in each line to show how helpful the following activities were to you.

	Does Not Apply	Not Helpful	Helpful	Very Helpful
15. Discussions in the group.	0	1	2 (4)	3 (9)
16. Informal gatherings before or after meetings or at a break.	0	1 (1)	2 (5)	3 (8)
17. Guest speakers.	0	1	2 (4)	3 (10)

	Questions	Does Not Apply	Helpful	Helpful	Helpful	Comments
18.	Mov'es, filmstrips, tape recordings, etc.	0 (10)	1	2 (4)	3	
19.	Visiting schools.	0 (10)	1	2 (4)	3	

20. Who decides the number of meetings to be held by the group? (the group itself) (group decision) (group) (group) (cooperative decision)

21. Who decides what topics or subjects are to be covered? (steering committee) (the group itself) (steering committee) (group)

Acting on group suggestions.

22. From meetings held so far, please list the three topics that you consider most important. (curriculum, year-round schools, fincance) (finance, accreditation, open campus) (Professional development program, school finance, function of Community Advisory Council) (vandalism) (graduation requirements) (S. B. 1[illegible])

23. What projects or activities of the group have been most successful? (just getting organized and started)

24. What are some things you would like to consider or do in future meetings? (continue to investigate a staff professional development program) (quality programs) (intramural sports)

25. Pleae give any ideas you may have for improving future meetings and add any comments you may wish concerning School-Community Advisory Council work. (C A.C.'s are important. Even though potentially troublesome, they should be encouraged and nourished and not allowed to wither and die. Some administrators, etc., fear them. BUT they can be important/crucial with the community.) I believe more meetings are necessary to familiarize the group to its responsibilities and help the members feel at ease with one another) (going well at present)

ORANGE HIGH SCHOOL

RESULTS

ORANGE UNIFIED SCHOOL DISTRICT

ORANGE HIGH SCHOOL AREA
RESPONSES TO
SCHOOL-COMMUNITY ADVISORY COUNCIL QUESTIONNAIRE

Questions	Comments
1. High school area - Orange High School Area.	
2. Please circle the number of council meetings you have attended.	
3. Approximately how many informal contacts on School-Community Advisory Council business (phone calls or conversations outside regular meetings) have you had with school personnel this year?	I was a student. Not necessarily on advisory council business.

Question 2:

1 - 2	3 - 4	More than 5
(4)*	(6)	

Question 3:

1	2 - 4	5 - 7	8 - 10	More than 10
(1)	(6)	(12)		

Please circle the number that indicates your feelings concerning council meetings/ activities.

	Little	Somewhat	Much
4. Was the handbook of assistance in explaining your role?	1	2 (1)	3 (9)
5. Were you interested in the meetings?	1	2 (4)	3 (6)
6. Did you consider the topics relevant and important?	1	2 (5)	3 (5)
7. Do you think the group is accomplishing its purpose?	1 (2)	2 (3)	3 (5)
8. Do you feel that the district values your ideas and opinions?	1 (2)	2 (5)	3 (3)

* ( ) Indicate number of responses.

	Questions	Little	Somewhat	Much	Comments
9.	How much better do you understand programs in your school as a result of the meetings?	1 (1)	2 (3)	3 (6)	
10.	Has participation as a C.A.C. member increased your interest in educational matters?	1	2 (3)	3 (7)	

Please circle Yes or No to answer the questions which follow:

		Yes	No	Comments
11.	Are you gaining new facts, ideas and knowledge about your school?	(8)	(2)	However, not thru the Advisory Council.
12.	Have you received more information as a C.A.C. member than your student brings shome?	(8)	(2)	
13.	Do all members have an opportunity to present their views in discussions?	(10)		

Please circle one number in each line to show how helpful the following activities were to you:

		Does Not Apply	Not Helpful	Helpful	Very Helpful
15.	Discussions in the group.	0	1 (2)	2 (5)	3 (3)
16.	Informal gatherings before or after meetings or at a break.	0	1	2 (5)	3 (5)
17.	Guest speakers.	0	1 (1)	2 (4)	3 (2)
18.	Movies, filmstrips, tape recordings, etc.	0 (4)	1	2 (4)	3 (2)
19.	Visiting schools:	0 (4)	1	2 (4)	3 (2)

Questions

Comments

20. Who decides the number of meetings to be held by the group? (area superintendent or group, a cooperative effort) (Mr. Jenkins) (district did) (parents should)

21. Who decides what topics or subjects are to be covered? (both parents and school district personnel, all on committee) (district representative and group) (area superintendent or group, cooperative effort)

22. From meetings held so far, please list the three topics that you consider most important. (budget matters, parent involvement and alternative school) (the budget) (curriculum, special programs and finances) (graduation requirements) (I feel a good deal should be covered, and because communication between home and school is so inferior, perhaps each school should be allowed to submit problems for their particular representative to bring to meeting of committee) (vandalism) (suspensions)

23. What projects or activities of the group have been most successful? (I am always glad to see the school's youngsters serving on committees, I do not know outcome of committee's activities since my attendance was so poor) (special programs and guidance center presentation) (I think the meetings where budgetary matters and the Career Education project were discussed were beneficial to the parent members of the council.)

24. What are some things you would like to consider or do in future meetings? (talk about the prospect of the year-round concept being expanded in the district) (bring questions and concerns of parents in schools to attention of district representatives and get answers to take back to parents in parent group)

25. Please give any ideas you may have for improving future meetings and add any comments you may wish concerning School-Community Advisory Council work. (more elementary and junior high programs, emphasis was on high school programs, more "lay" parent participation and more members who are not teachers and administrators vary the nights meetings are held, meet more often, have more time

(continued)

Questions	Comments
25. (continued) to become acquainted and more free to talk together, stick to agenda topics decided upon at start of group, but provide more time for special "timely problems") (anyone is willing to serve this committee if it is a worthwhile endeavor, if nothing is accomplished and ideas dismissed without effort on behalf of the schools, then this committee is a useless one) (I think the purpose of the council needs to be more clearly defined, members need to have some responsibilities for what goes on at the meetings, they also need to know their efforts are being used by the district.)	

VILLA PARK HIGH SCHOOL

RESULTS

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK HIGH SCHOOL AREA
RESPONSES TO
SCHOOL-COMMUNITY ADVISORY COUNCIL QUESTIONNAIRE

Questions Comments

1. High school area - Villa Park High School Area.

2. Please circle the number of council meetings you have attended.

1 - 2	3 - 4	More than 5
(2)*	(11)	

3. Approximately how many informal contacts on School-Communigy Advisory Council business (phone calls or conversations outside regular meetings) have you had with school personnel this year?

1	2 - 4	5 - 7	8 - 10	More than 10
(5)	(9)	(12)		

Please circle the number that indicates your feelings concerning council meetings/activities:

	Little	Somewhat	Much
4. Was the handbook of assistance in explaining your role?	1	2 (1)	3 (12)
5. Were you interested in the meetings?	1	2	3 (13)
6. Did you consider the topics relevant and important?	1	2 (2)	3 (11)
7. Do you think the group is accomplishing its purpose?	1 (3)	2 (7)	3 (3)
8. Do you feel that the district values your ideas and opinions?	1 (1)	2 (9)	3 (3)

* ( ) Indicates number of responses.

	Questions	Little	Somewhat	Much	Comments
9.	How much better do you understand programs in your school as a result of the meetings?	1	2	3 (13)	
10.	Has participation as a C.A.C. member increased your interest in educational matters?	1	2	3 (13)	

Please circle Yes or No to answers the questions which follow:

		Yes	No
11.	Are you gaining new facts, ideas and knowledge about your school?	(13)	
12.	Have you received more information as a C.A.C. member than your student brings home?	(11)	(2)
13.	Do all members have an opportunity to present their views in discussions?	(13)	
14.	Do group members work well together?	(13)	

Please circle one number in each line to show how helpful the following activities were to you:

		Does Not Apply	Not Helpful	Helpful	Very Helpful
15.	Discussions in the group.	0	1	2 (7)	3 (6)
16.	Informal gatherings before or after meetings or at a break.	0	1 (2)	2 (7)	3 (4)
17.	Guest speakers.	0	1	2 (5)	3 (7)

	Questions	Does Not Apply	Not Helpful	Helpful	Very Helpful	Comments
18.	Movies, filmstrips, tape recordings, etc.	0 (7)	1	2 (6)	3	
19.	Visiting schools.	0 (9)	1	2 (2)	3 (1)	

20. Who decides the number of meetings to be held by the group? (the group) (general vote of members) (all members, i.e., majority thereof) (group consensus) (group) (chairperson) (the group does) (the group)

21. Who decides what topics or subjects are to be covered? (the group) (the group does) (council) (group) (group and chairperson) (group consensus) (group members) (members suggestions have all be met) (the group)

22. From meetings held so far, please list the three topics that you consider most important. (school procedures, legislation, school programs) (Needs as viewed by high school students, counseling services, K-12 continuity) (student views and ideas, school finance, legislation concerning schools) (high school area autonomy, funding problems, curriculum) (school financing, community education) (finances, open or closed campus, the number of federal and state mandated programs) (open campus, counseling and guidance, curriculum development process) (curriculum and problems within the schools) (S.B. 160) (vandalism)

23. What projects or activities of the group have been most successful? (sounding board for projects or problems, enjoyed informative guest speakers) (we haven't really done anything) (student panel discussion) (participation of high school students as panelists) (meetings)

Questions	Comments
24. What are some things you would like to consider or do in future meetings? (how we can get access to more ideas from the community, what form to use in getting our ideas to district officials) (student activities, curriculum, area coordination) (maybe have each member take a tele-poll of parents in his area regarding various topics and present to meetings - group should draft proposals of improvements and present to Board) (improve quality of education in basics, i.e., mathematics, English, grammar, reading, perhaps have a guest speaker known to be critical of the school district for ideas to be considered among ourselves) (positive action on reducing vandalism, student apathy, how to get the high school student involved in school projects) (active support of positions taken by group before Board)	
25. Please give any ideas you may have for improving future meetings and add any comments you may wish concerning School-Community Advisory Council work. (active support - like to see more community involvement) (informative, but no one else benefits from meetings - perhaps tie with PTA's would help make public meeting agendas for other interested) (start on time!! Don't wait for latecomers) (select a chairperson from committee members, have more meetings for committee members only) (perhaps the group should be a little larger so that absentees do not make the group so small) (most of us expressed interest in finding a place where our opinions and ideas would be used, Board of Trustees, principal of school or superintendent)	

EVALUATION

Objective No. 1

During the 1975-76 school year, a Community Advisory Council will be implemented in each high school attendance area in the Orange Unified School District.

Measurement

1. Guidelines and implementation approved in April of 1975 by Board of Education.

2. Minutes of the meetings of the four areas are included in the Appendices.

Objective No. 2

A Community Advisory Council handbook will be developed for members to have a reference handbook. It will be evaluated as to its impact.

Measurement

1. Handbook has been developed and is included in the Appendices. A concise, attractive and informative brochure for use by the Community Advisory Council members.

2. Of the forty-nine (49) returns on the Council Questionnaire, forty-five (45) indicated the handbook was of much help, three somewhat, and one little.

3. In verbal discussion with the K-12 principals at the principal's meetings, they indicated unanimous approval of the handbook stating they were pleased to see things spelled out and listed.

4. District Superintendent sent a letter commending me on developing the advisory council handbook.

5. In verbal discussion with advisory council members, they indicated approval and value to them of the handbook.

Objective No. 3

Seventy per cent (70%) of the building principals will utilize the Community Advisory Council for input on educational concerns in their attendance area.

Measurement

1. In our K-12 articulation meetings of building principals in my areas, only seven of eighteen principals indicated they utilized the Community Advisory Council for input. This was only thirty-nine (39%) and fell considerably short of the seventy per cent (70%) goal.

2. Elementary principals still indicated to me they felt their P. T. A. or P. F. O. groups were sufficient and felt they worked closer with these groups rather than the C. A. C.

Objective No. 4

Seventy per cent (70%) of the Community Advisory Council will increase knowledge of the educational, financial structure of the district.

Measurement

1. Of the sixty Community Advisory Council members, forty-nine returned their questionnnaire and forty-seven of these indicated they have increased their knowledge, and gained new ideas and facts about their school district. This is seventy-eight per cent (78%) of the total membership and ninety-five per cent (95%) of those who returned their survey. We were very successful in achieving this objective.

Objective No. 5

Another channel of communication from the district to the community would be opened by the formation of the Community Advisory Council. It would increase interest in educational matters by twenty per cent (20%).

Measurement

1. The needs assessment indicated twenty-seven per cent (27%) of the parents stated all information about the school came from their children and their friends, while an additional twenty-three per cent (23%) stated that all information about the school came from their friends and neighbors.

2. Eighty-three point six per cent (83.6%) of those reponding indicated C. A. C. has opened another channel of communication from the school to the community. They substantially indicated by an eighty per cent (80%) expression that the meetings were interesting and topics relevant and important.

3. The district newsletter, press releases and increase of bulletin and parent newsletters from each school to the parents and community were a spin-off from this communication model. (See Appendices QQ, RR, SS, TT and UU.)

Objective No. 6

There would be twenty-five per cent (25%) more communication in each high school attendance area.

Measurement

The following informational items were sent out in each high school attendance area as a result of the model:

1. Each building principal sent letters home to parents at least once a month and many weekly

2. Parent Newsletter sent home monthly regarding activities and concerns.

OUTCOMES & ACHIEVEMENTS

The creation of the Community Advisory Council enabled the Orange community to become involved in an advisory capacity of the educational concerns of the District.

Effective communication is involvement, ascertainment of information not previously known and the ability for council members to know that their input is considered in the decision making procedure of a school or district matter.

1. Community Advisory Councils were successfully implemented in the Orange Unified School District. This was one of the most significant accomplishments in public relations and communication for this school year in our District.

2. Clearly, the measurement instrument indicates the value of the handbook.

3. Eighty per cent (80%) of the members indicated an increase in knowledge and facts about the school setting. They stated the topics discussed were relevant and important.

4. Another channel of communication was opened by the initiation of C. A. C. as indicated by eighty-three point six per cent (83.6%) of

the council members. It allowed a stream of information to be disseminated among a number of people who would have contact with a large body of people.

5. The implementation of Community Advisory Councils with two assistant superintendents as liaison and closely working with each group, generated more face to face contact with people in the community, from the district schools and parents. Eighty-nine contacts to the schools on related school business were direct results of the Advisory Council.

6. Written communication was directed to the members, as well as to the entire community. Phone calls, visitations and requiring principals to attend the meetings of the C. A. C. was a large factor in increased communication for this school year in our District.

7. The objective whereby principals would use the C. A. C. for input and advice on their particular problems was not successful and did not materialize. The major cause of this was the newness of the Community Advisory Councils and principals not being comfortable with an outside group that would probably have only one parent from his attendance area sitting with the group. They were used to dealing with their own parent groups and being able to be the authority figure.

The objectives of the District based communication model have been accomplished. Increased knowledge and interest in educational matters on the part of the members of the councils and another communication channel linking the district and community established clearly indicate justification for continuance of the Community Advisory Councils.

The discussions, numerous meetings, oral interviews and survey indicate additional outcomes and achievements that must be mentioned.

1. The use of Community Advisory Councils has resulted in a more informed citzenry in the matters of education and an improvement of relationships among various groups in our District interested in education.

2. When school administrators and community representatives focus attention on a specific job and work together to improve education, community support and mutual respect are fostered.

3. Major conflicts in attitudes toward education were resolved when administrators and council members clearly understood how each may support the other in the primary tasks performed at the school.

4. Openness and trust in relationships was furthered by a clear understanding of each other's role and responsibility.

5. Each high school attendance area adopted a unique set of defined roles and relationships for its Advisory Council according to the abilities of council members and local needs.

6. The Community Advisory Council provided for continuing dialogue for discussion between a group of citizens and school officials.

It was well put when a Michigan superintendent said about advisory councils: "They bring fresh insights into educational issues and help reinforce school district programs and policies. Frankly, they keep us on our toes. They are an extremely economical way to set objectives and often provide professional assistance from the community at large."

Recommendations for Next Year

The following recommendations are made to further the trend of citizen participation in the Orange Unified School District and to improve the present organization in the District.

1. All principals in the District need to become involved and seek input and concerns of the Community Advisory Councils.

2. More background information on educational concerns needs to be made available to council members. Films, more speakers and classroom visitations need to be emphasized.

3. In order to have the council think "education," a closer communication with members of the School Board should be encouraged.

4. There is a need to improve the method of selecting a representative sampling of district residents. A selection committee should be established for each attendance area to secure nominations for membership. This committee should screen nominations and in conjunction with the chairperson and area superintendent finalize the members selected.

5. Citizens who wish to run in the future for the School Board should become members of a Community Advisory Council for training purposes.

6. Each school should retain its local P. T. A./ P. F. O. as its main parent group as a helping agency more concerned with the operation of the school while the Community Advisory Council should be utilized for the more general aspects of policy and program issues.

7. The district should consider implementing an Advisory Council for each school in the next few years.

8. Members of the Advisory Council should attend School Board meetings on a rotation basis.

9. More effective use of the teacher in the district as a consultant needs to be made.

10. More research is needed to determine ways and means of using the councils and all affiliated committees effectively.

11. Each year it is most important that a clear explanation be given the Advisory Council as to its purpose and the procedures it should follow. If this is not done, some councils might feel they are expected to make decisions in place of the School Board.

SUMMARY

A significant development in building trust and bringing the lay community into a closer relationship with the school system occurred with the development and implementation of Community Advisory Councils in the Orange Unified School District.

An Advisory Council handbook was compiled and given to each member for orientation purposes. This assisted the members in understanding the extent of their role in the new process.

Its implementation brought a new dimension to the decision making process, as new actors were introduced to the scene. It allowed the community to relate their needs and discuss the priorities they felt should be undertaken by the professionals in the education of their children.

Another channel for information to be disseminated to the community was opened by its inception. It also afforded principals the opportunity to use the council as a thermometer for predicting support of various programs being undertaken at their schools.

My close relationship with the councils developed a mutual respect for one another and perhaps the integrity of the school district was enhanced by our association. The presence of principals at the meetings lended credibility that principals wanted to know the feelings and concerns of the parents.

The statistics of the survey clearly indicated success in the areas of communication we were attempting to increase.

Properly directed, Community Advisory Councils offer a wealth of talented parents who want to be involved and help in the process of the education of their youngsters. I predict we will see the time when each school will have its own School Community Advisory Council, actively involved in the decision making process of the school's educational program.

CHAPTER III

COMMUNITY BASED COMMUNICATION - INTER AGENCY

This chapter deals with the development of inter agency committees, and their effect on communications in the public schools in the Norwalk-La Mirada Unified School District.

The Norwalk-La Mirada Unified School District has six high schools, six intermediate schools and twenty-one elementary schools which serve 146,000 residents and approximately 28,000 students. It is situated in the south and estern most portion of Los Angeles County. It is a middle class bedroom city with little industry. Expenditure per pupil is $150/ less per pupil than the average throughout the state of California.

For the purpose of this section of the practicum, objectives were written and a time line was established to give your writer clear direction toward the task to be completed. The inclusion of those objectives in this practicum is to give the reader a clear understanding of what was to be accomplished. Those objectives are as follows:

1.0 By December of 1975, with the assistance of school district and Los Angeles County Sheriff's Office personnel, we will establish a Norwalk-La Mirada Unified School District/Los Angeles County Sheriff's Office Committee to increase communications between these two agencies by 50%.

Criterian Measures:

1.1 A post survey will be administered to school district and school level administrators and sheriff's department personnel at the end of one year of operation.

1.2 A questionnaire will be administered to participants of this committee.

2.0 By December of 1975, with the assistance of district personnel, Department of Social Services, Los Angeles County District Attorney's Office, Rio Hondo Probation Department, the Los Angeles County Commissioner's Office (Judges), Norwalk and La Mirada City Councils, Los Angeles County Sheriff's Department, school board members, selected parent-teacher association members, and students, we will establish a Norwalk-La Mirada Unified School District Combined Agencies Committee for the purpose of coordinating efforts of all agencies involved.

Criterion Measure:

2.1 Administer a pre and post questionnaire to all members of this committee. The pre questionnaire will be administered at the onset of the establishment of this committee, and the post questionnaire will be administered by November 1975.

3.0 By December 1975, with the assistance of district level and school based personnel, we will increase communications to staff members at the high school level about the working operations of our support agencies. Seventy-five per cent (75%) of all staff members questioned will indicate knowledge in this area.

Criterion Measure:

3.1 Administer a post survey to school faculties.

The need for these objectives was based on the needs assessment covered in the INTRODUCTION portion of this practicum (see page 2). As explained in the Introduction section, the formulation of committees such as these is rather unique. Consequently, it made it rather hard to know whether the path we (the committee members) selected was the right one.

The remainder of this chapter will be divided into three parts. Those parts are INTER AGENCY COMMITTEE-SCHOOL DISTRICT AND SHERIFF'S DEPARTMENT, THE COMBINED AGENCIES COMMITTEE, STAFF AWARENESS-OUTSIDE AGENCIES. Contained within each part will be sections as follows:

-- STATEMENT OF OBJECTIVES

-- DEVELOPMENT OF THE DESIGN

-- THE IMPLEMENTATION

-- THE EVALUATION

-- OUTCOMES AND ACHIEVEMENTS

-- SUMMARY

Part I

INTER AGENCY COMMITTEE - SCHOOL DISTRICT AND SHERIFF'S DEPARTMENT

THE OBJECTIVE

By December of 1975, with the assistance of district personnel Department of Social Services, Los Angeles County District Attorney's Office, Rio Hondo Probation Department, The Los Angeles County Commissioner's Office (Judges), Norwalk and La Mirada City Councils, Los Angeles County Sheriff's Department, school board members, selected parent-teacher association members, and students, we will establish a Norwalk-La Mirada Unified School District Combined Agencies Committee for the purpose of coordinating efforts of all agencies involved.

Past relationships between the Norwalk-La Mirada Unified School District and the Los Angeles County Sheriff's Department-Norwalk Station were not what they could or should have been. This can be attributed to many factors, one of which might have been a lack of one or the other agency reaching out to better understand one another's problems.

When you have a police or sheriff's department servicing one city it is easier to communicate. When you have a sheriff's station servicing approximately 700,000 people and you are but one of many cities and school districts being served it makes for more difficult communications.

With this in mind our superintendent of schools asked me to develop a process by which we could assure ourselves better relationships between our district and the sheriff's department, establish working guidelines, and an effective means of communications.

I then proceeded with a development of a design that I thought would accomplish our need. Along with that I wrote an objective to be completed within a period of one year. That objective is as follows:

> By December of 1975, with the assistance of school district and Los Angeles County Sheriff's Office personnel, we will establish a Norwalk-La Mirada Unified School District/Los Angeles County Sheriff's Department Committee to increase communications between these two agencies by 50%.

The difficult part of any objective of this type is to measure whether the communications were effective or ineffective. If we hadn't accomplish anything other than to increase communications we would have been happy, but the ultimate is to communicate effectively.

DEVELOPMENT OF THE DESIGN

The development of the design was constructed primarily by me with suggestions by high school principals and assistant principals, high school counselors, our assistant superintendent-educational services, our superintendent, our head of security-district office, the captain, two lieutenants and several sargents from the sheriff's department. Incidentally, the captain is the top level in command at any given sheriff's station in Los Angeles County.

The first task in the development of the design was to seek approval in regard to tentative ideas. This was done with my assistant superintendent-educational services and superintendent. Our superintendent discussed the plan with individual members of our board of education. This was given to them as information only, and they were receptive.

The tentative plan was also discussed with our intermediate and high school assistant principals and principals. They gave suggestions and their blessing.

The next step was to set up a meeting with the captain of the sheriff's department. I met with him when I first came to our district. That meeting was very positive and I think that in itself proved to be a definite asset as we worked together.

I explained our intent and some of our school district's goals and objectives. He was very receptive. I explained we felt our relationships and working operations could be better and he concurred.

He introduced me to several key personnel at his station, and after approximately a three-hour meeting the atmosphere had been set to develop an on-going mode of operation for better communication, between our two agencies.

IMPLEMENTATION

The original committee was made up of our assistant principals-pupil personnel services, our activity directors, two lieutenants, and three sargents from the sheriff's department. Over the past year and five months the committee makeup has changed slightly. This change occurred basically because of reassignments of personnel within the sheriff's department. Committee members were originally selected by the captain of the sheriff's department and myself.

Agendas were developed by the members of the committee. At the end of each meeting agenda ideas for the next meeting were discussed. Members were also encouraged to send agenda ideas to me between meetings. We always had enough items for each of our meetings.

Representatives from the sheriff's department always took the initiative to bring in resource people in specialty areas to share information. This proved to be a worthwhile effort for the benefit of our school personnel. The sheriff's department also did this for our Combined Agencies meetings, which will be discussed later in this practicum.

Minutes of all meetings were taken by my secretary, typed, and sent to all members of this committee. (See Appendix WW for a sample copy of these minutes.) Minutes were also sent to members of our school district's Superintendent's Cabinet made up of 16 people representing all divisions within our school system.

The purpose and scope of our meetings was discussed informally. We never felt a need to formalize our purpose and objectives in written form. The reason for this can be based on the fact that the agendas have been so full and the results so gratifying. Everyone knows the direction and feels we are accomplishinq our needs. Maybe at a future date when we run out of immediate agenda items we will find a need to go to the chalkboard, work out a needs assessment, and establish specific objectives.

Accomplishments over the past year and five months have been many and we hope that will continue as we continue on with future meetings. For the sake of all committee members I periodically reviewed those accomplishments with the members. This has kept us on target and hasn't hurt our morale factor.

Some of our accomplishments will be listed under Outcomes and Achievements, page 117.

Recently a questionnaire was administered to selected personnel of the sheriff's department, all committee members, selected high school administrators and district level personnel to ascertain their feelings in regard to the overall program. A copy of the questionnaire used can be found in Appendix XX. Results from the questionnaire can be found under Evaluation, page 116.

EVALUATION

A questionnaire was developed by me with input from the captain of the sheriff's department.

The responsibility for the administering of the questionnaire was mine. I had members of the committee fill out this questionnaire at a monthly meeting. District and school level administrators not on this committee were sent a copy of the questionnaire asking that they fill it out and return it at their earliest convenience. This same questionnaire was also filled out by sheriff's department personnel designated to do so by their captain.

Thirty-seven people in total responded, twenty-one school and district personnel and fifteen sheriff's department personnel.

Results are as follows:

1. Do you feel you have a better general knowledge about the other agency (Norwalk-La Mirada School District or Sheriff's Department) you are working with as a result of these meetings?

   Yes 100%
   No ________

   Comments:
   - Somewhat.
   - Excellent. Has really helped.

2. Are you more familiar with the working guidelines and procedures in regard to the other agency?

   Yes 100%
   No ________

3. Do you feel there is a better working relationship between the two agencies as a result of these meetings.

   Yes 100%
   No ________

   Comments:
   - It's working well.
   - Keep up the good work.
   - Have enjoyed it. However, we need to continue to learn.

4. Specific guidelines have been worked out at these meetings in the areas of procedures to be followed at football and basketball games, arrests on campus, student unrest situations, notification of parents in emergency situations, truancy problems, etc. These guidelines have proven to be:

   Very helpful 94%
   Of some help 6%

5. What guest would you like to have speak at future meetings?
   Commissioner's Office.
   More dialogue with the District Attorney's Office.
   Hear from more students and parents.
   Tour the sheriff's department.

6. What agenda items would you like to have discussed at future meetings?
   Specialty areas within the sheriff's department.
   Review procedures for arrests on campus.
   Review procedures to apply when the school district holds carnivals, etc.

7. As a result of these meetings communications between the two agencies has improved:

10%	1 response
30%	3 responses
50%	3 responses
70%	11 responses
100%	17 responses
100+%	2 responses

8. Would you like or need additional information about the working operation of these two agencies?
   Yes 84%
   No 15%

   Explain:
   More about the internal operation of the school district.
   --Specific guidelines dealing with all problems we may be confronted with.

9. Have you been able to apply information acquired via these meetings.
   Yes 100%
   No ________

10. Do you want these meetings to continue?
   Yes 100%
   No ________

OUTCOMES AND ACHIEVEMENTS

Results of these meetings produced many positive outcomes and achievements, some of which are as follows:

1. Procedures were worked out for all football and basketball games.

2. Assistance from the sheriff's office enabled our school district to close all our high schools. We had open campuses during lunch and nutrition periods and it was our desire to close our campuses during this period of time.
3. Assistance from the sheriff's department with tracking down truant students. This effort cut down on the number of truants and reduced daytime residential burglaries by 36%.
4. The establishment of our Southeast Early Diversionary Program. This program is designed to divert youth from the criminal justice system by referring them to various agencies for counseling and follow through. Many guidelines and procedures had to be established before its start-up date of December 1975.
5. Background knowledge about Mexican-American gangs was shared by the sheriff's department in regard to the origin, working operations, philosophy, mobility, cultural differences, etc., of these gangs.
6. Sharing of ideas about the possible impact we might have on future legislation, avenues to pursue, etc.
7. The development and refinement of student and the law classes offered at our intermediate and high schools.

8. Question No. 1, page 116 indicates all those questioned felt they had better general knowledge about the other agencies.
9. All those questioned indicated they were more familiar with the working guidelines and procedures of the other agency (question No. 2, page 116. This should prove to be valuable as both agencies go about their daily routines.
10. One hundred per cent of those questioned felt they would be able to apply the information acquired via these meetings.
11. Most importantly our objective was achieved. Thirty-three of the thirty-seven individuals questioned felt communication between the two agencies improved by 50 to 100+%.
12. One hundred per cent of those questioned want the meetings to continue.

SUMMARY

The need to formulate an inter agency committee was based on the professional concerns of personnel in the Norwalk-La Mirada Unified School District.

This prompted a need to touch bases with the administration in charge of the Los Angeles Sheriff's Department-Norwalk Division. The sheriff's office personnel were very receptive to the idea and offered their full assistance to proceed.

Identification of committee members was achieved by the captain and two lieutendancts from the sheriff's department and district office level personnel for the school district.

Monthly meetings were established and all information was recorded and disseminated to personnel at both agencies. Agenda items were established by participants at these meetings.

Working operations were established between the agencies and more importantly, both agencies feel that by working on this committee with one another communications have been vastly improved.

The benefits have been numerous, (Refer to page 117, Outcomes and Achievements.) and all members of this committee indicate an interest to continue meeting.

The present makeup of the committee is as follows:

--Los Angeles County Sheriff's Department

--Department of Social Services

--Department of Welfare

--Probation Department

--Los Angeles County District Attorney's Office

--Department of Parks & Recreation

--Two School Board Members

--City Councilmen - City of Norwalk and City of La Mirada

--School District Personnel

--Six High School Assistant Principals-Pupil Personnel Services

--Six Intermediate School Counselors

--Information Specialist

--Administrative Assistant-Business Department

--District Head of Security

--Principal-Continuation School

--District Office Administrator-Special Services

--Director-Child Welfare and Attendance

--Level Administrator-High Schools

As we grew from the original committee our perspectives were broadened and as a result we continued to add committee members until reaching our present size. The size of our committee doesn't seem to inhibit dialogue. I would venture a guess this can be attributed to the slow way we go about adding new members.

Part II

THE COMBINED AGENCIES COMMITTEE

THE OBJECTIVE

By December of 1975, with the assistance of district personnel, the department of social services, the Los Angeles County District Attorney's Office, the Rio Hondo Probation Department, the Los Angeles County Commissioner's Office (Judges), the Norwalk and La Mirada City Councils, the Los Angeles County Sheriff's Department, school board members, selected Parent-Teacher Association members, and selected students, we will establish a Norwalk-La Mirada Unified School District Combined Agencies Committee for the purpose of coordinating efforts of all agencies involved.

Criterion Measure:

Administer a pre and post questionnaire to all members of this committee. The pre questionnaire will be administered at the onset of the establishment of this committee, and the post questionnaire will be administered by November, 1975.

The main impetus to initiating a committee of this type came as an outgrowth of the inter agency committee set up between our school district and the sheriff's department. The fruitful result of those meetings prompted us to begin dialogue about starting another committee made up of all agencies that come into contact with our youth in one way or another.

It was felt by formulating a committee like this we could develop not only good communications between the school and these agencies but also between all the agencies involved.

We also felt we could develop better working relationships between the agencies and could improve upon our working guidelines. Many times we work as independent entities and don't share with other agencies as we should.

DEVELOPMENT OF THE DESIGN

The acceptance I received when contacting the various agencies to participate was very gratifying. Never was I confronted with any hesitancy on the part of anyone I contacted. Incidentally, I met with each individual personally in his or her office.

After individual contacts were made, at least one with each individual, a follow-up letter was sent. (See Appendix YY for a sample letter.)

IMPLEMENTATION

The original agencies involved were the sheriff's department, the district attorney's office, the probation department, and our school district. Over a period of time we have added the department of welfare, city councilmen, board members, parent-teacher association representatives, etc.

The present makeup of the committee is as follows:

- -Los Angeles County Sheriff's Department
- -Department of Social Services
- -Department of Welfare
- -Probation Department
- -Los Angeles County District Attorney's Office
- -Department of Parks & Recreation
- -Two School Board Members
- -City Councilmen - City of Norwalk and City of La Mirada
- -School District Personnel
- -Six High School Assistant Principals-Pupil Personnel Services
- -Six Intermediate School Counselors
- -Information Specialist
- -Administrative Assistant-Business Division
- -District Head of Security
- -Principal-Continuation School
- -District Office Administrator-Special Services
- -Director-Child Welfare and Attendance
- -Level Administrator-High Schools

We grew from our original committee size because as our perspectives broadened we felt a need to add members until reaching our present size. The present size of our committee doesn't seem to inhibit dialogue. (I would venture a guess this can be attributed to the slow, deliberate way we went about adding new members.) We met for a few months to become better acquainted and did not add members until this was accomplished.

Agendas for the first two monthly meetings were developed by me and since that time agenda items are called in or mailed to me on a monthly basis. A reminder from time to time is necessary.

Minutes from all meetings are taken by my secretary and disseminated to all agencies involved. Extra minutes are sent for additional distribution if a particular individual chooses to do so. (For a sample copy of the minutes see Appendix ZZ.)

As we progressed we have felt a need to call in guest speakers from time to time. The securing of guest speakers is one of my assumed responsibilities. Guests are invited at the request of the committee members.

We have had commissioners (judges) talk with us -- one last year, Commissioner Mort, and one in April, 1976, Commissioner Maroney. Our school district superintendent, captain of the sheriff's department, specialists in various divisions of the sheriff's department (runaways, gang detail, etc.), representatives from the district attorney's office.

Additional speakers have been scheduled to speak at future meetings. This has proven to be a rather important facet of our operation.

We pick who we want to hear from and develop questions to which the speakers can address themselves.

Most meetings are held in our school district board room. At times we have rotated meeting places from one agency to another.

EVALUATION

Two questionnaires were developed by me with input from the various agency representatives.

The original questionnaire was administered in February, 1975, three months after our first meeting. The second questionnaire was administered in December, 1975.

The original questionnaire was given to sixteen participating committee members. The second questionnaire was given to thirty-one committee members. The committee grew from sixteen to thirty-one members from January, 1975, to December, 1975, at the request of the committee members. I received a 100% return in both cases.

The results of the first questionnaire are as follows: (See Appendix AAA for a complete copy of the questionnaire.)

1. How often do you feel we should meet?

Bi-monthly	- 1 response
Once a month	-14 responses
Every other month	- 1 response

2. Are meetings held at the time most convenient to your daily work schedule?	Yes 100%
3. Are you satisfied with the agenda format?	Yes 81% No 19%
4. Are you provided ample opportunity to add agenda items?	Yes 100%

Comments:
Could like to discuss this at one of our future meetings.

5. Have the meetings to date been:

Stimulating	6 responses
Of Moderate Interest	9 responses
Not Very Stimulating	1 response

6. Have you been receiving an adequate balance of information from all agencies?

Yes 87%
No 13%

Comments:
Too early to tell.

7. Are you attending these meetings because you have been directed to do so, or are you attending on your own initiative?

Directed	15 responses
Own Initiative	1 response

8. Do you feel a committee such as we have developed will be beneficial to your needs and the needs of your agency?

Yes 100%

9. Should minutes be recorded and disseminated to all members?

Yes 100%

Comments:
No tapes please!!

10. Suggestions for meeting locations?
Rotate from one agency to another.
I like it where it is.
Stay at the school district office.

11. Have you had ample opportunity to become acquainted with other committee members?

Yes 100%

12. Do you have suggestions for guest speakers at future meetings?
Commissioner's Office.
School Board Members.
Students.
Parents - Gang Related.

13. What information would you like to have shared at future meetings?
How to keep better informed.
How do we resolve the red tape dilemma?

The results of the second questionnaire are as follows:

(See Appendix BBB for a complete copy of the questionnaire.)

1. Do you feel a committee such as we have developed is beneficial to your needs?
   Yes 96%
   No 4%

2. Do you feel this committee will be beneficial to the agency for whom you work?
   Yes 100%

3. Has the committee addressed itself to current problems in your area of need?
   Yes 96%
   No 4%

4. Do you receive adequate information from this committee to disseminate within your agency?
   Yes 96%
   No 4%

5. Is information you receive from this committee shared with other employees within the agency for whom you work?
   Yes 96%
   No 4%

6. Have you been given adequate opportunity to provide input at these meetings?
   Yes 96%
   No 4%

7. Are you aware of the committee's goals and objectives?
   Yes 87%
   No 13%

8. Have you been given adequate opportunity to provide input to the purpose, goals, and objectives for this committee?
   Yes 87%
   No 13%

9. Are you receiving an adequate balance of information from all agencies represented?
   Yes 83%
   No 17%

10. Do you find that information received at these meetings is generally applicable for your use?

Very	13 responses
Somewhat	17 responses
Selcom	1 response

11. Are you attending these meetings because you have been directed to attend or are you attending on your own initiative?

Directed	- 47%
Own initiative	- 53%

12. Are you satisfied with the meeting locations?
Yes 93%
No 7%

Suggestions:

Good idea to rotate meeting locations between participants.
No, I still feel that we should now branch out into the schools and community.
Remain at district.

13. Are meetings held at the time most convenient to your daily work schedule?
Yes 93%
No 7%

14. How often do you feel we should meet?

Bi-monthly	2 responses
Once a month	26 responses
Every other month	3 responses

15. Are the Meetings:

Stimulating	9 responses
Of Moderate Interest	21 responses
Not Very Stimulating	1 response

16. Are you satisfied with the agenda format? Yes 100%

17. Are you provided ample opportunity to add agenda items? Yes 100%

18. Do you have a better understanding of the role and functions of other agencies participating on this committee? Yes 100%

19. How would you rate your general knowledge in regard to the role and functions of other agencies represented on this committee:

Very knowledgeable	0 response
Knowledgeable	17 responses
Somewhat knowledgeable	12 responses
Very little knowledge	2 responses

20. Have you been able to apply knowledge received at these meetings? Yes 100%

21. Do you feel this committee has met its purpose for the first year of operation? Yes 100%

22. Do you have suggestions for guest speakers at future meetings?
    - Representatives of District Attorney's Office
    - Juvenile Court Judge
    - P. T. A. Representatives
    - Representatives from parent groups
    - Police
    - The media
    - Someone knoqledgeable in the area of alcohol abuse amongst teenagers

23. What information would you like to have shared at future meetings?
    - Intelligence regarding crime trends on campus, especially gang type activity.
    - Conflicts between students (i.e. Mexican vs. Chicano)
    - The gang - their peer code
    - The barrio-home and the cultural background
    - Innovative (but flexible) alternatives
    - De-culturalization of bi-cultural students

Comparisons from the two questionnaires using questions 1, 2, 3, 4, 5, 6, 7, 8 on the first questionnaire, and questions 1, 1, 9, 11, 13, 14, 15, 16, 17 on the second questionnaire are as follows:

Question No. 1 on the first questionnaire and question No. 14 on the second questionnaire -- The results were the same in both cases. Once a month meetings were the most popular.

Question No. 2 on the first questionnaire and question No. 13 on the second questionnaire -- The answers to these questions in both cases indicate that our meetings are held at a time most convenient to the daily work schedule of the committee members.

Question No. 3 on the first questionnaire and question No. 16 on the second questionnaire -- Committee members feel our agenda format improved over an eleven month period from 81% to 100% feeling it was satisfactory.

Question No. 4 on the first questionnaire and question No. 17 on the second questionnaire -- In both cases the answers were consistent that all committee members feel they have ample opportunity to add agenda items.

Question No. 5 on the first questionnaire and question No. 15 on the second questionnaire -- In both cases, 93% on the first questionnaire and 96% on the second questionnaire, committee members marked that our meetings are stimulating or of moderate interest. That was most gratifying. On both questionnaires there was one response indicating the meetings were not very stimulating. I hope that was not the same individual in both cases. There is no way of knowing since the questionnaires were marked anonymously.

Question No 6 on the first questionnaire and question No. 9 on the second questionnaire -- We improved in the area of balanced information from all agencies represented from 68% to 87%.

Question No. 7 on the first questionnaire and question No. 11 on the second questionnaire -- On the first questionnaire 93% of the members said they were directed to attend, and on the second questionnaire only 47% indicated they were directed to attend. This was rather interesting since the makeup of the committee did not change other than to add members. Hopefully the meetings have been so well received that members want to come and, consequently, they do not have to be directed to attend.

Question No. 8 on the first questionnaire and questions No. 1 and 2 on the second questionnaire -- In both cases committee members feel the committee has been beneficial to their needs and the needs of their agency.

Comparisons of other questions asked on the first questionnaire to the second questionnaire are not made because of the difference in questions asked, and some questions do not offer a comparative base.

OUTCOMES AND ACHIEVEMENTS

Outcomes and achievements were many, some of which are as follows:

1. After visiting our meetings the Whittier Union High School District organized a combined agencies committee very similar to ours.
2. Securing Commissioners Most and Maroney as guest speakers.
3. Securing Los Angeles County District Attorney John Van de Kamp as a guest speaker, February 19, 1976. (See Appendix CCC (a) and CCC (b) for letter of correspondence and confirmation.)
4. A full time probation officer has been assigned at our continuation high school as a result of a request made at these meetings. This has proven to be a real asset for the students and staff at that campus.
5. Jurisdictional boundaries were changed for the probation department. Our school district was served by two different probation departments and now we have one. This has improved communications tremendously between these two agencies.
6. Referral guidelines were established for the school district when referring students to the Los Angeles District Attorney's Office-Norwalk Dvision.

7. Representatives heading the coordination of the Southeast Early Diversionary Program had a captive audience to talk with and share ideas as the program was developed.
8. Referral procedures from the school district to the probation department and vice versa were reviewed and clarified where needed. Some were even changed.
9. Discussions in regard to alternative strategies and referrals for students expelled from our school district.
10. Established guidelines to comply with recent legislation dealing with exclosure of student information. The specific bills concerned with were S. B. 1845 (California) and H. R. 69 (Federal).
11. We had organized an on-going committee as recommended by an Ad Hoc Committee titled, The Prevention and Management of Conflict and Crime in the School, set up by State Superintendent of Schools Wilson Riles and State Attorney General Evelle Younger. Our committee was set up in November, 1974, and the Ad Hoc Committee completed their work and made their recommendations in a report dated March, 1975. We felt good when we heard about this. We felt we were on the right path.

12. Results from the second questionnaire that proved to be positive outcomes are as follows:

    a. Committee members feel the committee beneficial to their needs (98%) and the needs of their agency (98%).

    b. Questions 3-5, pages 126 and 127 seem to indicate a general satisfaction with communications within our committee. This is supported by a 98% affirmation response on those questions.

    c. Although it should be better, 87% of the committee members indicate they are aware of the committee's goals and objectives.

    d. Ninty-three per cent (93%) of the members are pleased with the meeting locations and time. It is important that people meet in comfortable surroundings.

    i. Most important, 100% of the members feel they have a better understanding of the role and function of the other agencies on our committee.

13. My objective in this section of the practicum was achieved. We did in fact establish a combined agencies committee and the results so far have been outstanding.

SUMMARY

A need for a combined agency committee was indicated through dialogue at our inter agency committee-school district and sheriff's department. At a later date an Ad Hoc Committee on Crime Prevention established by State Superintendent of Schools Wilson Riles and State Attorney General Evelle Younger recommended that committees such as ours be established.

Personnel contacts were made with representatives of each agency at their offices and follow-up letters were sent to assure them that they were needed.

The committee grew from its original membership of sixteen to its present membership of thirty-one. The number of members grew over a fifteen-month period of time.

Minutes were taken at all meetings and disseminated to all agencies involved. Many positive results were achieved. (See page 127 for examples.)

Members have been asked many times if they want to continue and the answer is always a unanimous yes.

Part III

STAFF AWARENESS - OUTSIDE AGENCIES

THE OBJECTIVE

By December, 1975, with the assistance of district level and school based personnel, we will increase communications to staff members at the high school level about the working operations of our support agencies. Seventy-five per cent of all staff questioned will indicate knowledge in this area.

Criterion Measure:

Administer a questionnaire to school faculties.

With the establishment of two new committees designed to give our school district better communications and working guidelines with other agencies, it was felt that in order to gain full benefit from this effort teaching staffs should have an understanding of what we are trying to accomplish. This would help them when answering questions for students and parents.

The two afore-mentioned committees discussed in Parts I and II contain school staff members, but they are counselors and administrators. With this in mind, it was important that all school administrative staffs orient the teaching staffs about this total effort.

Therefore, this part deals with communication from each high school's administative staff to the teaching staff about the working operations of the agencies with whom we are dealing.

DEVELOPMENT OF THE DESIGN AND IMPLEMENTATION

Each high school principal was asked to orient their staffs about the formation of these committees and about the working guidelines that have been established as a result of the committee meetings.

This was supposed to have been an on-going orientation to bring staffs up to date as each committee progressed. This did not work out as planned. Some staffs received information when the committees first began their work, and other were oriented as late as December, 1975.

It was, therefore, anticipated that the results of this questionnaire would not be as good as we would like for it to have been. (Refer to Appendix DDD for a copy of the questionnaire.)

Each principal was asked to pass out the questionnaire at random to thirty staff members on each campus. Staff sizes ranged from fifty-six to seventy-eight.

The questionnaires were packaged and sent to me for tabulation.

EVALUATION

One hundred sixty questionnaires were passed out to staff members at our six high schools, thirty at each of our comprehensive high schools and ten at our continuation high school. Our continuation high school has approximately seventeen staff members. The staff size will change depending on enrollment throughout the year. They were equally distributed among all departments within the school.

We received one hundred thirty-seven back from the six schools for an 85% return. The breakdown is as follows:

Excelsior High School	21
Glenn High School	24
La Mirada High School	29
Neff High School	27
Norwalk High School	26
El Camino High School (Continuation School)	10

The results are as follows:

1. Were you aware the district established a Combined Agencies Committee?
Yes 72%
No 28%

2. Were you aware of the makeup of the committee membership?
Yes 27%
No 73%

3. Were you aware of the purpose of this committee?
Yes 42%
No 58%

4. Assess your general knowledge in regard to the working procedures of the agencies represented on this committee. Your answer should be general to all agencies mentioned.

Very Knowledgeable	0%
Knowledgeable	27%
Not Familiar	73%

5. If you knew of this committee and its purpose, do you have an understanding of the role and functions of the agencies represented as a result of these meetings?
Yes 20%
No 51%
Did Not Answer 36

6. Would you like to know more about this committee?
Yes 100%

Comments:
More!
The purpose and how it will help me.

7. Do you feel by knowing more about the role and functions of these agencies it would help you to function better in the classroom?

Yes 48%
No 17%
Don't Know 35%

OUTCOMES AND ACHIEVEMENTS

The objective for this part of the practicum was not achieved. Our staff orientation sessions were less than desired and this has been discussed with our administrators at each of our high schools.

As the questionnaires from each school were turned in there seemed to be only a slight difference in faculty response which led me to believe that no one school administrator did a particularly better job than the others with their orientation.

There were some positive signs, however. Seventy-two per cent (72%) of those questioned said they were aware that our district had established a combined agency committee. Almost one half, forty-two per cent (42%) said they knew of the purpose of this committee.

The most positive feedback we got was that one hundred per cent (100%) of those questioned said they would like to know more about this committee.

We will continue to work on this objective. A time line will be set up with all school administrators in regard to inservice sessions.

SUMMARY

After the two inter agency committees were set up and operating there was a need to communicate this information to faculty members.

Since the high school level used resources provided by these agencies more than the elementary and intermediate schools, high school administrators were asked to orient their staffs accordingly.

After the committees were in existance a little more than one year faculty members were asked to fill out a questionnaire on a random sample basis to assess their knowledge about the existance of this committee and the working operations of the agencies involved.

Results of the questionnaire can be found on page 138.

CHAPTER IV

THE SUMMARY

The need to develop this communication plan was based on input acquired via professional opinions and questionnaires administered to parents, students, and staff members in the Orange and Norwalk-La Mirada Unified School Districts.

The following is a summary of each of the three preceding chapters.

School Based Communications

The review of the literature gave much insight into the process of communication and in developing skills and techniques of good design and procedures in two way communication with emphasis placed in the evaluation of information you receive.

Our objectives were achieved as we increased our communication in almost all areas between staff, students and parents and also increased our parent participation by twenty-four per cent (24%) at various school events.

The development of the practicum was quite time consuming in that quite a number of groups and organizations were consulted throughout the developmental period. In addition, a few staff members were very opposed to any kind of a systematic or organized way of communicating as it meant more time and effort for all concerned.

The implementation of the school based model took a great amount of time and effort in orienting the staff and following up on the various responsibilities assigned to staff members. Many were confused and for a time overwhelmed by the kinds of communication that would be expected.

As a result of the implementation of this model there were some very favorable side effects which took the form of a new administrative flow chart, a useful parent knowledge and information questionnaire, and a complete reorganization of our counseling program.

The evaluation of this type of a practicum was very difficult because you are relying very heavily on questionnaires, surveys and verbal comments. The amount of time involved in the evaluation of this model is incredible in organizing the material in a realistic and readable manner. This along with typing together the total report takes more time than most principals can give and still complete their other job responsibilities.

The outcomes achieved were very gratifying to most members of our staff and most staff members now understand the communication process and the implemented model, and have worked extremely hard to keep channels of communication open on all fronts.

District Based Communications

The primary objective of the district based communication model to the community was to establish a Community Advisory Council in each of the four high school attendance areas in the Orange Unified School District. This was successfully implemented.

Discussion of current school issues and programs as well as increased parent knowledge and participation in the educational process was achieved.

The Advisory Council members attended the meetings regularly and with interest. They exhibited positive attitudes to enhance the partnership between the lay community and professional educator.

A handbook of information was developed and given to each council member to assist in delineation of their role. This met with approval of all the members and proved a valuable tool in orienting each council member.

Community Based Communications

The community based plan included development of two different committees, Inter Agency Committee-School District and Sheriff's Department, and the Combined Agencies Committee.

The Inter Agency Committee included representation from the Norwalk-La Mirada Unified School District and the Los Angeles Sheriff's Department.

The purpose of this committee was to coordinate working procedures, and develop better rapport and communications between the agencies.

Objectives were established at the outset and have since been accomplished. For outcomes and achievements refer to page 132.

The Combined Agencies Committee is a rather large committee consisting of thirty-four members from various agencies. Membership is as follows: representatives from the sheriff's department, the department of social service, the probation department, the department of welfare, the parks and recreation department, the assistant principals-pupil personnel services from the high schools, city councilmen, two school board members, and various district office personnel.

Throughout the developmental stages for the startup of this committee we had outstanding cooperation from all agencies. Not only were they willing to participate but they offered to do anything extra that might make for a more viable group.

For accomplishments please refer to page 141. In addition to the results listed on those pages, the good will developed between the agencies is immeasurable.

In the case of both committees we achieved what we set out to achieve. From the statistical data compiled we feel this effort has helped to improve the educational atmosphere and system in the Norwalk-La Mirada Unified School District.

APPENDICES

APPENDIX A

EL MODENA HIGH SCHOOL

Parent Information Survey

As a result of your participation in activities listed below, we would like to request your assistance in the evaluation of the benefits of these activities in giving information to parents about El Modena High School and its many programs and services.

List of activities -- Please check those in which you have participated.

☐ Parent tour of school
☐ Back to School Night in November
☐ Parent-Faculty Organization Board
☐ College Night for Seniors and Parents
☐ Mid-Term Graduation Parent Conferences
☐ School Plan Committee
☐ Library Auxiliary
☐ Athletic Booster Club
☐ Band Booster Club
☐ Drill Team Booster Club
☐ Vocal Music Booster Club
☐ Home Economics Department Holiday Treats Day
☐ Coffee Klatches in homes of parents
☐ Parent Volunteer Tea
☐ Date Dad Night (Fathers only)
☐ Mother-Daughter Fashion Dessert (Mothers only)
☐ Drama Productions
☐ Vocal Music Concerts
☐ Other - Please specify activity. ____________________
☐ Graduation Requirements Committee
☐ Open House in April

For those items checked would you check those areas below which are appropriate.

Yes	No		
☐	☐	1.	Did you receive information about the school or its programs through your participation in any of the above checked activities?
☐	☐	2.	Were you aware of the number of activities in in which parents may participate?
		3.	For any additional comments, please list below.

El Modena High School

Student Interview Questionnaire

Name of Student ______________________ Date ______________

1. Name one good thing you like about school.

____

____

2. If you could change one thing about El Modena, what would it be?

____

____

2.1 Why would you change it?

____

____

3. What do you think of the counseling program?

____

____

3.1 How has the counselor assisted you this year?

____

____

4. Have you seen your counselor this year?

____

____

4.1 How many times have you seen your counselor this year?

____

____

4.2 What kind of career plans have you discussed with your counselors?

5. How effective is your student government?

5.1 Do you find good communication between the student body and student leaders?

6. What do you think of the attitude of the teachers toward the students?

6.1 Do you feel teachers communicate adequately with students in the instructional program?

7. What do you think of the administration's attitude toward the students?

7.1 Do you feel that administrators communicate with students on campus?

8. Are students generally proud of El Modena High School?

8.1 Why do you feel they are proud of El Modena?

9. Do you think El Modena High School is providing you with knowledge and skills that will be useful to you after graduation?

9.1 Which courses will be beneficial to you?

10. Do you have any career or vocational plans?

11. Do you belong to any clubs on campus?

12. What type of school activities do you think would bring your parents to the school?

EL MODENA HIGH SCHOOL

TO: All District Administrators

FROM: Ed Seal

SUBJ: School-District-Community Communication and Involvement Model

We are in the process of developing a communication and involvement model at El Modena High School to assist us in the improvement of communicating with our parents and community. As you know, communication and involvement can become difficult at various times throughout the year.

So that the anticipated model will be focusing on those people and circumstances that seem to require communication at various times, we hope that you will take the time to give us your input and thinking in the survey below.

1. Would you list the methods (newsletters, report cards, etc.) that you use to communicate with your parents and community. (Would you also list the personnel position responsible such as: teacher, principal, etc.)

    1.1 ____________________
    1.2 ____________________
    1.3 ____________________
    1.4 ____________________
    1.5 ____________________
    1.6 ____________________
    1.7 ____________________
    1.8 ____________________

2. Would you list the various events that are used to bring parents into extra curricular activities and functions of the school.

    2.1 ____________________
    2.2 ____________________
    2.3 ____________________
    2.4 ____________________

School-District-Community Communication and Involvement Model (Con.t)

2.5 ______________________________

2.6 ______________________________

2.7 ______________________________

2.8 ______________________________

3. Would you list those important areas that you feel should be communicated to parents and who should be responsible. (Examples: student grades - teachers; discipline - teacher and principal; testing - counselors; district policies - administration, etc.)

3.1 ______________________________

3.2 ______________________________

3.3 ______________________________

3.4 ______________________________

3.5 ______________________________

3.6 ______________________________

3.7 ______________________________

3.8 ______________________________

4. If you would like a copy of the completed communication model, please check below and sign your name. Many thanks!

☐ ______________________________

Name of Administrator

APPENDIX D

EL MODENA HIGH SCHOOL

TO: Students of El Modena

FROM: Ed Seal, Principal

SUBJ: Communication

So that we may have the benefit of your feelings and thoughts about communication at El Modena, would you take a few moments to complete the survey below. Many thanks!

1. What things do you think need to be communicated from teachers and administrators to the students?

1.1 ______________________________

1.2 ______________________________

1.3 ______________________________

1.4 ______________________________

1.5 ______________________________

2. What things do you think need to be communicated to your parents from the school?

2.1 ______________________________

2.2 ______________________________

2.3 ______________________________

2.4 ______________________________

2.5 ______________________________

3. What types of extra curricular activities or school events would bring your parents to the school as spectators or participants?

3.1 ______________________________

3.2 ______________________________

3.3 ______________________________

3.4 ______________________________

3.5 ______________________________

4. What ideas do you have that would assist us to improve the school or programs at the school?

4.1 ______________________________

4.2 ______________________________

4.3 ______________________________

4.4 ______________________________

4.5 ______________________________

APPENDIX E

Used With Parent Telephone Interviews

EL MODENA HIGH SCHOOL

QUESTIONNAIRE

I. Can you recall one or two things you like about El Modena High School? You may take into consideration such items as home-school communication, facilities, teachers' attitudes, instructional programs, campus atmosphere, school discipline, courses offered, graduation requirements, community involvement, extra curricular programs, athletic programs, etc.

1) ____

____

____

2) ____

____

____

II. Can you recall one or two areas that are of concern to you about El Modena High School? For reference items, you may wish to think of the areas cited in question number I. However, do not feel that you are limited to only those items.

1) ____

____

____

2) ____

____

____

III. If you cited any concerns or if you recommend any changes at the high school, it would be most appreciated if you would give us any suggestion/s as to how this change could be implemented.

____

____

IV. As a parent, student or staff member I have been active in school related activities.

Not at all   Some   Quite a bit   Very much

V. In the overall school programs, instructional and extra curricular, I would rate El Modena High School as:

Outstanding   Excellent   Good   Fair   Poor

APPENDIX F

Number 1-A

El Modena High School

Communication Survey (Student)

Dear Student,

Please complete the survey below so that we may obtain the necessary information to improve our communication procedures within the high school among staff members and students and also to the parents of the students. When completed, please return to the school principal, Mr. Seal. Many thanks for your assistance on this matter.

Check the appropriate box.	Always	Sometimes	Seldom	Unknown
1. Communication from the administration to the students is adequate.	☐	☐	☐	☐
2. Communication from the teachers to the students is adequate.	☐	☐	☐	☐
3. Communication to my parents from the administration is adequate.	☐	☐	☐	☐
4. Communication to my parents from the teachers is adequate.	☐	☐	☐	☐
5. I am aware of important items of interest of the school through the communication procedures established.	☐	☐	☐	☐
6. Students feel free to offer suggestions to administrators and teachers.	☐	☐	☐	☐
7. I feel free to offer suggestions to administrators and teachers.	☐	☐	☐	☐

Communication Survey (Student) (Con't.)

8. Please use the space below to make any comments or suggestions which you feel will improve communication between students and staff and between staff and your parents.

____

____

____

____

____

APPENDIX G

Number 1-B

El Modena High School

Communication Survey (Parent)

Dear Parent,

Please complete the survey below so that we may obtain the necessary information to improve our communication procedures within the high school among students, staff and parents.

When completed, please return to the school principal, Mr. Seal, through your son or daughter, or drop it by at your earliest convenience.

Many thanks for your assistance on this matter.

Check the appropriate box	Always	Sometimes	Seldom	Unknown
1. Communication from the administration to the students is adequate.	☐	☐	☐	☐
2. Communication from the administration to the parents is adequate.	☐	☐	☐	☐
3. Communication from the teachers to the students is adequate.	☐	☐	☐	☐
4. Communication from the teachers to the parents is adequate.	☐	☐	☐	☐
5. I am aware of important items of interest of the school through the communication procedures established.	☐	☐	☐	☐

6. Please use the space below to make any comments or suggestions which you feel will improve communication among parents, staff and students.

Communication Survey (Parent) (Con't.)

7. Please list any items of interest to you which you would like additional information or clarification regarding any of the school programs or activities.

____

____

____

____

____

APPENDIX H

Number 1-C

El Modena High School

Communication Survey (Staff)

Dear Staff Members,

Please complete the survey below so that we may obtain the necessary information to improve our communication procedures within the school among staff members and students. When completed, please return to the principal's office or drop in the suggestion box.

Many thanks your your assistance on this matter.

Check the appropriate box	Always	Sometimes	Seldom	Unknown
1. Communication from the administration to the staff is adequate.	☐	☐	☐	☐
2. Communication from the administration to the students is adequate.	☐	☐	☐	☐
3. Communication from the administration to the parents is adequate.	☐	☐	☐	☐
4. Communication from club sponsors to students is adequate.	☐	☐	☐	☐
5. Communication from club sponsors to other staff members is adequate.	☐	☐	☐	☐
6. Communication from teachers to students is adequate.	☐	☐	☐	☐
7. Communication from teachers to parents is adequate.	☐	☐	☐	☐
8. I am aware of important items of interest of the school through the communication procedures established.	☐	☐	☐	☐

9. Please use the space below to make any comments or suggestions which you feel will improve communication at El Modena High School.

APPENDIX I

CHART 3

Parent Questionnaire

Communication and Knowledge

Dear Parent:

We need your assistance to enable the school staff to evaluate their communication procedures. Please answer each question as honestly as possible. Some of the questions will deal directly with knowledge of school programs and events. This is not designed to make anyone feel inadequate, but to tell us those areas which we are not communicating with you in a positive manner.

Please return this questionnaire to the office of the principal when completed through your son or daughter.

Please check the appropriate box for each question.	Yes	No
1. Did you know that El Modena High School has a mathematics lab?	☐	☐
2. Are you aware that students must be able to read and do math at the 8th grade level to graduate?	☐	☐
3. Do you know that El Modena High School has a remedial reading lab to help students with reading problems?	☐	☐
4. Do you know that we have special off-campus classes that train students in job skills such as banking careers, medical occupations, etc.?	☐	☐
5. Are you aware that a student must successfully complete 210 units of work in grades 9 - 12 to graduate?	☐	☐
6. Did you know that seniors are no longer required to take physical education?	☐	☐
7. Did you know that all sophomore students must pass an English composition exam or take a composition course?	☐	☐

Parent Questionnaire - Communication and Knowledge (Con't.)

	Yes	No
8. Do you know that there is a proficiency exam that students will be able to take and if they pass it, they may discontinue high school with parent permission?	☐	☐
9. Are you aware that our school library has over 26,000 volumes of books for students to use?	☐	☐
10. Did you know that your son or daughter will be establishing a plan for his/her vocation?	☐	☐
11. Are you aware that we have parents, students and staff work together to set objectives for the school each year?	☐	☐
12. Do you know that we have a community advisory council for the El Modena attendance area?	☐	☐
13. Do you know the names of any members on the community advisory council?	☐	☐
14. Did you know that our concert choir was one of ten choirs in the United States selected to participate in the International Music Festival in Vienna, Austria in 1976?	☐	☐
15. Do you think you learned a lot about El Modena High School by completing this questionnaire?	☐	☐

Many thanks for your assistance!

APPENDIX J

El Modena High School Administrative Staff 1975 - 76

Principal Ed Seal

Ed Seal Principal	Lee Eastwood Ass't. Prin.-Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.	Ac
Supervises and evaluates Art, Boys' P.E., Music, Special Education Departments and Athletic Coaches and Directors. Prepares and administers school budget Supervises Custodial Services Processes all Work Orders Responsible for Master Calendar Coordinates Use of Facilities Responsible for Staff Bulletins Presides over: Faculty Meetings Administrative Staff Meetings	Responsible for all Curriculum Development Supervises and evaluates Driver Training, Bi-lingual-Bi-Culteral Foreign Language, Language Arts, Math, Law Enforcement, Reading, Science, Social Sciences, ESL and State Requirements Departments Supervises and evaluates Media Services Personnel Responsible for Certificated Staff In-Service Responsible for Student Field Trips and Athletic Transportation Budgets Responsible for Certificated Payroll	Responsible for clubs, Student Government and Organizations Responsible for Student Activities Responsible for Attendance Accounting Supervises and Evaluates Guidance and Counseling Services Responsible for Student Discipline and Control Responsible for Student Supervision Assignments Responsible for Pupil Personnel Policies and Procedures Supervises and Evaluates Home Economics, Business Education, and Industrial Arts Departments Responsible for and Evaluates Health Services	Responsible for Lunch and Campus Supervision Deals with Student Discipline Problems Makes Referral for Student Discipline When Appropriate Is a Liaison Between School and Law Enforcement Authorities Is a Liaison Between the School and Home on Student Discipline Problems Prepares and Circulates Student Ineligibility Lists Works With All Students Who Have: Attendance Problems Tardy Problems Works With District Administrator of Welfare and Attendance	Serves as Resource to Parents and Staff in Areas of Guidance, Curriculum and Corrective Treatment of Students Assists in the Super= vision of Campus Assists in Student Problems and Concerns of the Economically Disadvantaged Students Assists the Principal coordinate Home and School Activities Responsible for Being Available to Talk to Students on Campus During Nutrition and Lunch Assist the Principal in Developing News Releases Interprets School's Curriculum to the Community Works with Teachers to Help In the Problems That Inhibit Students From Learning	Co At Or Al Su Co Cu Ac Su Pr Pr Pr fo Pr Su an Or Ba Wo Ad

El Modena High School Administrative Staff 1975 - 76

Principal Ed Seal

ood .-Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.	Ron Gardon Activities Director
for all Develop- nd eval- Train- ual- Foreign nguage Law Read- , So- s, ESL quire- ments nd dia sonnel for Staff for d Trips Trans- dgets for Payroll	Responsible for clubs, Student Government and Organizations Responsible for Student Activities Responsible for Attendance Accounting Supervises and Evaluates Guidance and Counseling Services Responsible for Student Discipline and Control Responsible for Student Supervision Assignments Responsible for Pupil Personnel Policies and Procedures Supervises and Evaluates Home Economics, Business Education, and Industrial Arts Departments Responsible for and Evaluates Health Services	Responsible for Lunch and Campus Supervision Deals with Student Discipline Problems Makes Referral for Student Discipline When Appropriate Is a Liaison Between School and Law Enforcement Authorities Is a Liaison Between the School and Home on Student Discipline Problems Prepares and Circulates Student Ineligibility Lists Works With All Students Who Have: Attendance Problems Tardy Problems Works With District Administrator of Welfare and Attendance	Serves as Resource to Parents and Staff in Areas of Guidance, Curriculum and Corrective Treatment of Students Assists in the Supervision of Campus Assists in Student Problems and Concerns of the Economically Disadvantaged Students Assists the Principal coordinate Home and School Activities Responsible for Being Available to Talk to Students on Campus During Nutrition and Lunch Assist the Principal in Developing News Releases Interprets School's Curriculum to the Community Works with Teachers to Help In the Problems That Inhibit Students From Learning	Coordinates All Social and Athletic Events Organizes and Coordinates All Assemblies and Rallies Supervises Student Government Coordinates All Student Clubs Custodian of All Student Accounts Supervises ASB Budget and Preparation Prepares Master Calendar Processes Use of Facilities for All Clubs Prepares All Special Schedules Supervises Selection of Cheer and Song Leaders Organizes Commencement and Bacculaureate Works Closely With Student Advisory Council

Administrative Staff (Con't.)

Ed Seal Principal	Lee Eastwood Ass't. Prin.-Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.
Secretarial Meetings Custodial Meetings Cafeteria Staff Meetings Principal's Advisory Council Meetings Responsible for General Maintenance and Repair of Buildings and Grounds Responsible for Classified Payroll Responsible for Athletic Programs Supervises and Evaluates P.E. Matron Bookkeeper Principal's Secretary PBX Receptionists Cafeteria Manager	Evaluates Substitute Teachers Coordinates and Evaluates Teacher Aide and Student Teacher Program Presides over Instructional Council Meetings Student Curriculum Committee Meetings Supervises and Evaluates Ass't. Principal's Secretary and Media Clerks Responsible for Staff Handbook Coordinates Master Schedule Coordinates Room Use Schedule Coordinates Home Teaching Responsible for Attendance at District Curriculum Council	Supervises and Evaluates Work Experience, R.O.P. and ESAA Counseling Services Coordinates Emergency Procedures and Policies Responsible for Student Registration Procedures Supervises and Evaluates Clerical Staff in Pupil Personnel Division Responsible for Pupil Personnel Handbook for Staff Responsible for Graduation and Baccalaureate Ceremonies Responsible for Student Bulletin Presides over Discipline Council Meetings Guidance Council Meetings Counselors' Meetings Screening Committee Meeting for Core Classes, LDG, Continuation School and LL	Works Closely With Attendance Office Interviews and Recommends Employment for Noon and Campus Supervisors Prepares and Supervises a Schedule for Campus Supervisors Prepares a Master Schedule Duty Roster for Teacher Supervision Responsible for Attendance at All Athletic Events Responsible for the Staff Coverage of All Other Schoo Student Events Responsible for Securing and Assigning Police Supervision at All Extra Curricular Activities Responsible for the Preparation of Suspension Lists	Counsels Pupils Counsels Parents Assists Teacher in Classroom Control fo Pupils Whose Adjustment Interferes With Learning Acts as Liaison With Public and Private Age cies Develops a Master Cale dar for Staff Duty Assignments Supervises and Coordinates Supervision Responsibilities of Certificated Staff at All School Functions Responsible for Attendance at Administrative Staff Meetings Instructional Council Meetings

)

wood -Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.	Ron Gardon Activities Director
ubstitute and Eval- r Aide and cher Program r onal Coun- ings urriculum Meetings and Evalu- Principal's nd Media for Staff Master Room Home for Atten- strict Council	Supervises and Evaluates Work Experience, R.O.P. and ESAA Counseling Services Coordinates Emergency Procedures and Policies Responsible for Student Registration Procedures Supervises and Evaluates Clerical Staff in Pupil Personnel Division Responsible for Pupil Personnel Handbook for Staff Responsible for Graduation and Baccalaureate Ceremonies Responsible for Student Bulletin Presides over Discipline Council Meetings Guidance Council Meetings Counselors' Meetings Screening Committee Meeting for Core Classes, LDG, Continuation School and LL	Works Closely With Attendance Office Interviews and Recommends Employment for Noon and Campus Supervisors Prepares and Supervises a Schedule for Campus Supervisors Prepares a Master Schedule Duty Roster for Teacher Supervision Responsible for Attendance at All Athletic Events Responsible for the Staff Coverage of All Other School Student Events Responsible for Securing and Assigning Police Supervision at All Extra Curricular Activities Responsible for the Preparation of Suspension Lists	Counsels Pupils Counsels Parents Assists Teacher in Classroom Control for Pupils Whose Adjustment Interferes With Learning Acts as Liaison With Public and Private Agencies Develops a Master Calendar for Staff Duty Assignments Supervises and Coordinates Supervision Responsibilities of Certificated Staff at All School Functions Responsible for Attendance at Administrative Staff Meetings Instructional Council Meetings	Responsible for Printing and Distribution of All Student Publications Sponsored by ASB and Clubs Responsible for Attendance at: District and County Meetings for Activity Directors Administrative Staff Meetings Century League Activity Director Meetings Pep Commission Meetings Responsible for Pep Commission Meetings Responsible for Current List of Club Sponsors Provides General Assistance to All Club Sponsors Responsible for New Student Orientation Procedures

Administrative Staff (Cont.)

Ed Seal Principal	Lee Eastwood Ass't. Prin.-Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.
Head Custodian, Equipment Manager Responsible for Managing Teachers Professional Conference Budget Responsible for Managing Administrative Staff Professional Conference Budget Responsible for Attendance at Administrative Zone Meetings Responsible for Attendance at Principal's Roundtable Meetings	Coordinates Use of Facilities During Instructional Day Supervises School Student Newspaper Responsible for Attendance at Attendance Zone Meetings Responsible for Coordinating Instruction During Emergency Situations Manages Emergency Class Coverage Coordinates MGM Program Responsible for Staff Development Programs	Responsible for: Faculty Awards Student Reduced Meal Program Ticket Sales - Activities Bell Schedules Student Insurance Testing Program Yearbook Responsible for: Student Records Responsible for: Student Ineligibility Lists Coordinates Civil Defense	Responsible for Attendance at: Administrative Staff Meetings Instructional Council Meetings Student Placement Meetings Responsible for Guest Passes at School Events Responsible for Appropriate Parking Lot Procedures Supervises Assemblies	Student Placement Meetings Secretarial Meetings Responsible for Working Closely With the El Modena Community Center and Special Students Problems Responsible for Keeping Staff Current About Community Happenings

ood -Curr.	Phil Stock Ass't. Prin.-Pupil Pers.	Joanne Rodsater Dean of Students	Archie Polanco Administrative Ass't.	Ron Gardon Activities Director
Use of uring l Day chool paper for t one for ency gency ge for pment	Responsible for: Faculty Awards Student Reduced Meal Program Ticket Sales - Activities Bell Schedules Student Insurance Testing Program Yearbook Responsible for: Student Records Responsible for: Student Ineligibility Lists Coordinates Civil Defense	Responsible for Attendance at: Administrative Staff Meetings Instructional Council Meetings Student Placement Meetings Responsible for Guest Passes at School Events Responsible for Appropriate Parking Lot Procedures Supervises Assemblies	Student Placement Meetings Secretarial Meetings Responsible for Working Closely With the El Modena Community Center and Special Students Problems Responsible for Keeping Staff Current About Community Happenings	Responsible for Performing such other Duties Assigned by the Principal Responsible for Coordination of All Concessions at School Athletic Events Responsible for Coordinating Basketball Halftimes and the Homecoming Halftime Activities.

Administrative Staff (Cont.)

Ed Seal Principal	
Responsible for Attendance at Century League Athletic Meetings Supervises and Evaluates Assistant Principals Responsible for Key Security	

APPENDIX K

EL TORO HIGH SCHOOL COMMUNITY ADVISORY COMMITTEE

April 5, 1975

Mr. Bosanko outlined the purpose of the meeting and stated that it was his wish that a Community Advisory Committee be created to advise the Principal of the new El Toro High School. After discussion, it was decided to invite the following to participate in the initial Community Advisory Committee after approval by the Superintendent of the Saddleback Valley Unified School District, Dr. William B. Zogg.

1. The President of the Los Alisos Intermediate PTA
2. A representative of the elementary school PTA's, which will be served by El Toro High School
3. A liaison member of the Saddleback Valley Chamber of Commerce
4. A minister, rabbi, or priest as a representative of the religious groups in the area. (It was noted the Reverend Bill Tolbert, Pastor of the First Baptist Church of El Toro, had already indicated an interest in working with the new high school.)
5. A representative of the Educational Council of the Saddleback Valley Unified School District.
6. A representative of the service clubs in the area.
7. A representative of the law enforcement agencies in the area.
8. A representative of the newspapers and other media in the area.
9. A representative of the YMCA.
10. A representative of the Leisure World.
11. A representative from the three Homeowners Associations in the area. (Suggested were Joe Puckett, of Lake Forest; a representative of the Aliso Homeowners Association; and a representative of the Homeowners in the Seville Tract, perhaps Mrs. Sharon Wolfe, who had expressed an interest.)
12. A representative of the Trabuco Area.
13. A representative of the business community, apart from the Chamber of Commerce representative. Suggested were: Jack Hoel, Vice President of Great Western Savings and Loan in El Toro, and Robert Harding of El Toro, who had expressed an interest.
14. A representative of the Saddleback Valley Area Coordinating Council, with the representative being chosen after contacting Mr. Bart Spendlove.

15. A representative of the Masonic groups in the El Toro area, because of their traditional support for the public schools. Suggested were members of the High Twelve Club, the Eastern Star Club, and the Antiquity Masonic Club.

16. Four Students, one from each grade level.

17. Four Teachers

18. One classified

19. Advisory in nature--not running the school
    a. Philosophy
    b. School-a formal point of the community

APPENDIX L

EL TORO HIGH SCHOOL
Saddleback Valley Unified School District

COMMUNITY ADVISORY COMMITTEE

MEMBERS

Mrs. Mary Cornelius
S.A.C.C.

Mrs. Lynn Neville, President
El Toro High School P.T.A.

Mr. James Beal, Senior Warden
Laguna Beach F. & A. M.

Mr. Jack Hoel, Vice President
Great Western Savings and Loan Assn.

Mrs. Shirl Hirrel
Lakeforest Homeowners

Mr. John Noble, President
Seville Homeowners Association

Mrs. Helen Sena, President
El Toro High School Music Boosters

Mrs. Annette McClusky
Saddleback Valley News

Mr. Bob Griffith
Orange County Sherriff's Office

Mrs. Marsha Ray
Saddleback Valley Educational Council

Reverend Bill Tolbert
First Baptist Church, El Toro

Mr. Dick Urquhart, President
Athletic Boosters, El Toro High School

Mr. Jim Manion, President
Saddleback Valley Exchange Club

Mrs. Bobbie Lawrence
Los Alisos Parent Teacher Association

Mrs. Mary Philips, President
Aliso Elementary Parent Teacher Assn.

Mrs. Carol Haver, President
Ralph Gates Elementary School Parent Teacher Association

Mr. Bob Nelson
Office of the Board of Supervisors

Ms. Carol Davies
Orange County Probation Department

TEACHER REPRESENTATIVES

J. R. Herron

Robert Holst
Bill Rollins

JoAnn Washam

STUDENT REPRESENTATIVES

Dean DePaul	(Junior)
Lynn McCalister	(Sophomore)
Lisa Patterson	(Freshman)

CHAIRMAN

Robert G. Bosanko, Principal
El Toro High School

October 10, 1974

Mrs. Mary Philips, President
Aliso Elementary Parent Teacher Association
24822 Geronimo Lane
El Toro, California 92630

Dear Mrs. Philips:

I am interested in establishing an El Toro High School Community Advisory Committee.

The function of this committee would be as the name implies; an advisory unit to the Principal which will provide community input and a communication link to the many segments of the El Toro community. As communication is of prime importance, I feel this group will be of great value.

As we organize the committee, my intentions are to be flexible enough in its structure to accomplish the above stated goals and I hope you will serve as a representative of your particular group in the community.

I anticipate holding an organizational meeting in the near future. May I count on you to attend, providing it does not conflict with a previous commitment?

Please call my secretary, Mrs. Corinne Davis, at 586-6310 and indicate that you can serve on this committee and the time of day that would be most convenient to you for our meetings. In the event that you cannot participate, would you be kind enough to recommend a replacement.

I am looking forward to hearing from you on this matter at your earliest convenience.

Sincerely,

Robert G. Bosanko, Principal
El Toro High School

RGB:cld

EL TORO HIGH SCHOOL
Saddleback Valley Unified School District

January 10, 1975

TO MEMBERS OF THE COMMUNITY ADVISORY COMMITTEE:

Just a note to remind you of our Community Advisory Committee meetint that will be held on Tuesday, January 15 at 3:30 p.m. in the community meeting room of Peoples Federal Savings and Loan Association on El Toro Road.

We will hope to have a good turnout of active, dedicated people so that we may establish some of the goals and objectives of our committee.

Thank you again for agreeing to serve. I am looking forward to seeing you next Tuesday.

Sincerely,

Robert G. Bosanko, Principal
El Toro High School

RGB:cld

COMMUNITY ADVISORY COMMITTEE MEETING

January 15, 1975

AGENDA:

1. Introductions
2. Purpose of Committee
    a. Advisory
    b. Communications
3. Goals and Objectives for El Toro High School
4. Review and Update on Construction of the School
5. Organization of the Committee
6. Future Meetings

APPENDIX P

EL TORO HIGH SCHOOL
Saddleback Valley Unified School District

COMMUNITY ADVISORY COMMITTEE

1/15/75

TIME & PLACE: The meeting was called to order at 3:30 p.m. in the community room of Peoples Federal Savings and Loan Association in El Toro.

PRESENT: Mr. Bosanko, Robert Griffith, James Beal, Jack Hoel, J. R. Herron, Carol Davies, Helen Sena, Bill Rollins, Lisa Patterson, JoAnn Washam, Dean DePaul, Bob Nelson, Annette McCluskey, Jim Manion, Bob Holst, Carol Haver, Mary Cornelius, Shirl Hirril, Bobbie Lawrence, Mary Phillips, Lynn Neville, Dick Urquhart, Bill Tolbert, Lynn McAlister, Marsha Ray, John Noble

INTRODUCTIONS: Mr. Bosanko introduced those in attendance and the organization they represented. He expressed his appreciation for the 100% attendance at the meeting and announced that the meetings would be limited to one hour.

GOALS AND PHILOSOPHY: Mr. Bosanko described the purpose of the Community Advisory Committee; to provide the link of communication between the community and to act in an advising capacity to the staff of the school. He solicited input from all segments of the community. He stressed how important it was for the community to know what was going on at El Toro High School. It was suggested that representatives be solicited from the Fire Department, Highway Patrol and the Orange County Mental Health Department.

Mr. Bosanko distributed copies of the Statement of Philosophy of Mission Viejo High School which was developed as a result of a recommendation from the Accreditation Visitation Committee of Western Association of Schools and Colleges. One of the responsibilities of the El Toro High School Community Advisory Committee will be to establish a Statement of Philosophy for El Toro High School.

COMMITTEE CHAIRMAN: Mr. Bosanko asked the committee how they wished to select the committee chairman. A discussion followed. It was decided that Mr. Bosanko would chair the next two meetings at which time a decision should be made as to the choice of a chairman by the committee.

TIME OF MEETINGS: Mr. Bosanko stated that he would send out a questionnaire to determine preferences for the time of the meetings. One meeting per month is planned.

SCHOOL CREST: Mr. Bosanko distributed copies of the history of the El Toro High School crest and explained how the crest was designed. Students of El Toro High School obtained the historical information and worked with an artist to arrive at the final design.

E.T.H.S. BUILDING PLANS: Mr. Bosanko stated that the construction of the new high school is on schedule, however, they do have one problem of roofing material shortage. He reviewed the plans and described some of the important aspects of the facilities. There will be ten lines to handle snack and lunch.

ADJOURNMENT: Meeting adjourned at 4:35 p.m.

APPENDIX Q

EL TORO HIGH SCHOOL
Saddleback Valley Unified School District

January 18, 1975

TO THE COMMUNITY ADVISORY COMMITTEE:

Dear Committee Members.

Many thanks for attending our first meeting. 100% attedance is a little tough to beat. But as we know, El Toro is the best!

I need to know your feelings on the following items. Please respond as directed and return. See you next month.

Robert G. Bosanko, Principal
El Toro High School

* *

1. Which of the following dates is most convenient? (Check one)

____________ Tuesday, February 26th   __________ Thursday, February 28th

2. Indicate your preference of time to meet by placing 1,2,3,4, and 5 in the blank.

Early morning (approximately 7:30 a.m.) ________
Mid-morning (approximately 10:30 a.m.) ________
Early afternoon (approximately 1:30 p.m.) ________
Late afternoon (approximately 3:30 p.m.) ________
Evening (approximately 7:30 p.m.) ________

3. Plans are being developed for programs within each department. Which departments would you like to hear about first? Place a check by three of the following:

____GPE ____BPE ____Health/Driver Education ____Home Economics

____Reading ____Social Science ____Science ____English ____Math

____Foreign Language ____Business Education ____Technical Education

____Art ____Music

4. Comments regarding time schedule, frequency of meetings, agenda items for next meeting, information covered in the last meeting, etc. (Use back of sheet if needed.)

____

____

____

____

____

R

EL TORO HIGH SCHOOL
Saddleback Valley Unified School District

February 6, 1975

TO: The Members of the Community Advisory Committee

Dear Community Advisory Committee Members:

Again may I express my gratitude to you for returning the questionnaire so promptly.

The survey results indicated that we should hold our next meeting on Thursday, February 28 at 3:30 p.m. So it shall be as indicated.

In the interest of time and travel arrangements for our students, I am scheduling this meeting in Room 524 of Mission Viejo High School. I hope the arrangements are convenient for everyone.

We will have a presentation by our Reading Coordinator. If you have any suggestions for agenda items, please phone my secretary Mrs. Davis at 586-6310.

I am looking forward to meeting with you on the 28th.

Sinceraly,

Robert G. Bosanko, Principal
El Toro High School

RGB:cld

Los Angeles City Unified School District

Administration Offices: 450 North Grand Avenue, Los Angeles, California 90012
Telephone: (213) 687-4375
Mailing Address: Box 3307, Los Angeles, California 90051

WILLIAM J. JOHNSTON
Superintendent of Schools

JAMES P. TAYLOR
Deputy Superintendent

HARRY HANDLER
Assistant Superintendent
Instruction

EDMUND B. ADAMS
Administrative Coordinator
Staff Development

March 5, 1975

APPENDIX S

Dr. Wallace A. Raynor
Area Superintendent
Orange Unified School District
370 North Glassell Street
Orange, California 92666

Dear Dr. Raynor:

Following our brief discussion of advisory councils, I identified several secondary schools which your principals could visit. I would suggest that they contact the school principal to work out the arrangements and get directions. The principals have been advised that an Orange Unified District principal may call.

The schools and pertinent information are:

1. Gardena High School, 1301 West 182nd Street
   Gardena, California 90248
   Telephone: A.C. 213, 327-5900
   Principal, Leonard Rudoff
   Advisory Council Meeting: Thursday, March 28, 1975, 7 p.m.
   and Wednesday, April 24, 1975, 7:30 p.m.

2. Marshall High School, 3939 Tracy Street,
   Los Angeles, California 90027
   Telephone: A.C. 213, 660-144
   Principal, Gordon Fine
   Advisory Council Meeting: Wednesday, March 13, 1975
   7 p.m. in the Library

3. University High School, 11800 Texas Avenue
   Los Angeles, California 90025
   Telephone: A.C. 213, 478-9833
   Principal, John M. Welch
   ADvisory Council Meeting: Wednesday, March 13, 1975,
   7:30 p.m. at Felicia Mahood Center, in West
   Los Angeles Civic Center, Santa Monica Blvd. and
   Corinth.

4. Le Conte Jr. High School, 1316 N. Bronson
   Hollywood, California 90028
   Telephone: A.C. 213, 464-8148
   Principal, Dr. Warren Steinberg
   Advisory Council Meeting: Tuesday, March 12, 1975
   and Tuesday, April 16, 1975 at 7:30 p.m.

5. Fleming Jr. High School, 25425 Walnut Street
   Lomita, California 90717
   Telephone: A.C. 213, 326-4242
   Principal, Jack Small
   Advisory Council Meeting: Thursday, March 14, 1975, 10:30 a.m.

6. Peary Jr. High School, 1415 Gardena Blvd.
   Gardena, California 90247
   Telephone: A.C. 213, 324-6606
   Principal, Albert Stembridge
   Advisory Council Meeting: Monday, March 11, 1975, 7:30 p.m.

Good luck with your advisory council effort.

Sincerely,

Edmund B. Adams
Administrative Coordinator
STAFF DEVELOPMENT BRANCH

EBA:ljt

Los Angeles City Unified School District

Board Rule

School-Community Advisory Councils.

1370. The Board of Education in conformance with its policy approving School-Community Advisory Councils directs the principal of each elementary and secondary school to cooperate with the school staff, parents, other community representatives, and students (secondary schools) to establish and provide for the operation of a School-Community Advisory Council.

Purpose. The School-Community Advisory Council shall participate in decision making by advising the principal in matters pertaining to the local school and its educational program. The council is a resource to the school and to the principal who remains responsible for decisions which are necessary to the administration and supervision of the school. The term advising is intended to mean: (1) inquiring; (2) informing; (3) suggesting; (4) recommending; and (5) evaluating.

Functions. Advisory Council functions shall include but shall not be limited to:

a. Participating in the decision making process through involvement in the assessment of educational needs, the establishment of priorities, the planning of the educational program and budget resources for it, the definition of goals, and the evaluation of the school and its academic effectiveness.

b. Facilitating school communication with parents and community.

c. Informing and advising school staff regarding community conditions, aspirations, and goals.

d. Assisting in providing support to parents, teachers, students, and community for school programs.

Definitions. A school support group is defined as any group identifying with an individual school for the purpose of assistance to public education in general and the school with which the council is affiliated in particular, or for the purpose of school-community contact or joint activity, and which has been in existence for at least 2 years prior to the date of the annual election and has held meetings at least quarterly during the period of its existence.

APPENDIX U

GUIDELINES FOR COMMUNITY ADVISORY COUNCILS

ARTICLE I
NAME

These committees shall be known as the Community Advisory Councils.

ARTICLE II
PURPOSE

The basic purpose of the Community Advisory Council is to advise the area superintendent and school principals regarding problems, needs, and issues. More specifically, Community Advisory Councils have the responsibility to:

> Advise the area superintendent and building principals on matters related to educational needs, problems, and suggested priorities.
>
> Advise the area superintendent and building principals regarding opinions and attitudes of parents and other citizens on significant issues of a general type, e.g. vocational education, counseling services, standards of student behavior, etc.
>
> Assist in strengthening communication and establishing liaison between the schools and the community they serve.
>
> Assist in identifying educational needs and problems unique to the Community Advisory Council attendance area and interpreting these needs to the community.
>
> Assist in providing support to parents, teachers, students and the community for school programs.

It is important to note that it is the area superintendent and the building principal who are ultimately responsible and accountable for decisions made regarding the program and operation of the schools within the legal and policy requirements of the school district.

ARTICLE III
MEMBERSHIP

The Community Advisory Councils shall include representation from all schools in the high school attendance area. The council shall be composed of fifteen (15) members representing a cross-section of the community to include students, teachers, and elementary and secondary principals from within the Community Advisory Council attendance area. Other than the designated members, council membership shall be limited to parents of students who attend a school within the high school and feeder school attendance area, acting as individuals and not as official representatives of any community group or organization.

For the 1974-75 school year, members of the Community Advisory Council will be appointed by the area superintendent for a term of one year. By May 15 1975, the membership committee shall recommend to the area superintendent parents to be considered for appointment to the Community Advisory Council. Thereafter, Community Advisory Council members shall serve for a term of two years for no more than two consecutive terms. A member may serve on only one Community Advisory Council at a time. Terms are staggered so that half of the council members are appointed each year.

ARTICLE IV
PROCEDURES

Section 1 - Rules of Operation

Each council shall establish its own rules regarding parliamentary procedure, time, place and frequency of meetings, and the means of publicizing its actions within the following guidelines:

> All meetings shall be held at one of the schools within the Community Advisory Council attendance area. Meetings held at locations other than one of the schools must be decided by a vote of the council at a regular meeting.
>
> Notice of the meetings must be distributed in a manner that will assure that the community is informed of the date, time and place of the meetings.
>
> A quorum shall consist of at least 51% of the total appointed membership of the council.

ARTICLE IV
PROCEDURES

Section 1 - Rules of Operation (continued)

No fewer than four meetings shall be held in a school year.

Minutes shall be kept of all council meetings.

A chairman and a secretary shall be elected.

A membership committee shall be appointed.

4/27/75

APPENDIX V

school community advisory council handbook

orange unified school district

september, 1975

APPENDIX V

ORANGE UNIFIED SCHOOL DISTRICT
370 North Glassell
Orange, California

COMMUNITY ADVISORY COUNCIL HANDBOOK

Donald W. Ingwerson, Ed. D.
Superintendent & Secretary to the Board of Education

MEMBERS OF THE BOARD OF EDUCATION

F. Bert Skiles, President
L. Gilbert Darwin, Clerk
Robert J. Elliott
Ruth C. Evans
Eleanore Pleines
Joe Cherry
O. B. Johnson

Edited & Compiled
by
Louie S. Joseph

SUPERINTENDENT'S MESSAGE

"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject we as a people are engaged in." (1832)

Abraham Lincoln

The Orange Unified School District needs you and your ideas. I hope that the Area Advisory Council is a viable vehicle to accomplish the intent expressed by Mr. Lincoln.

Donald W. Ingwerson

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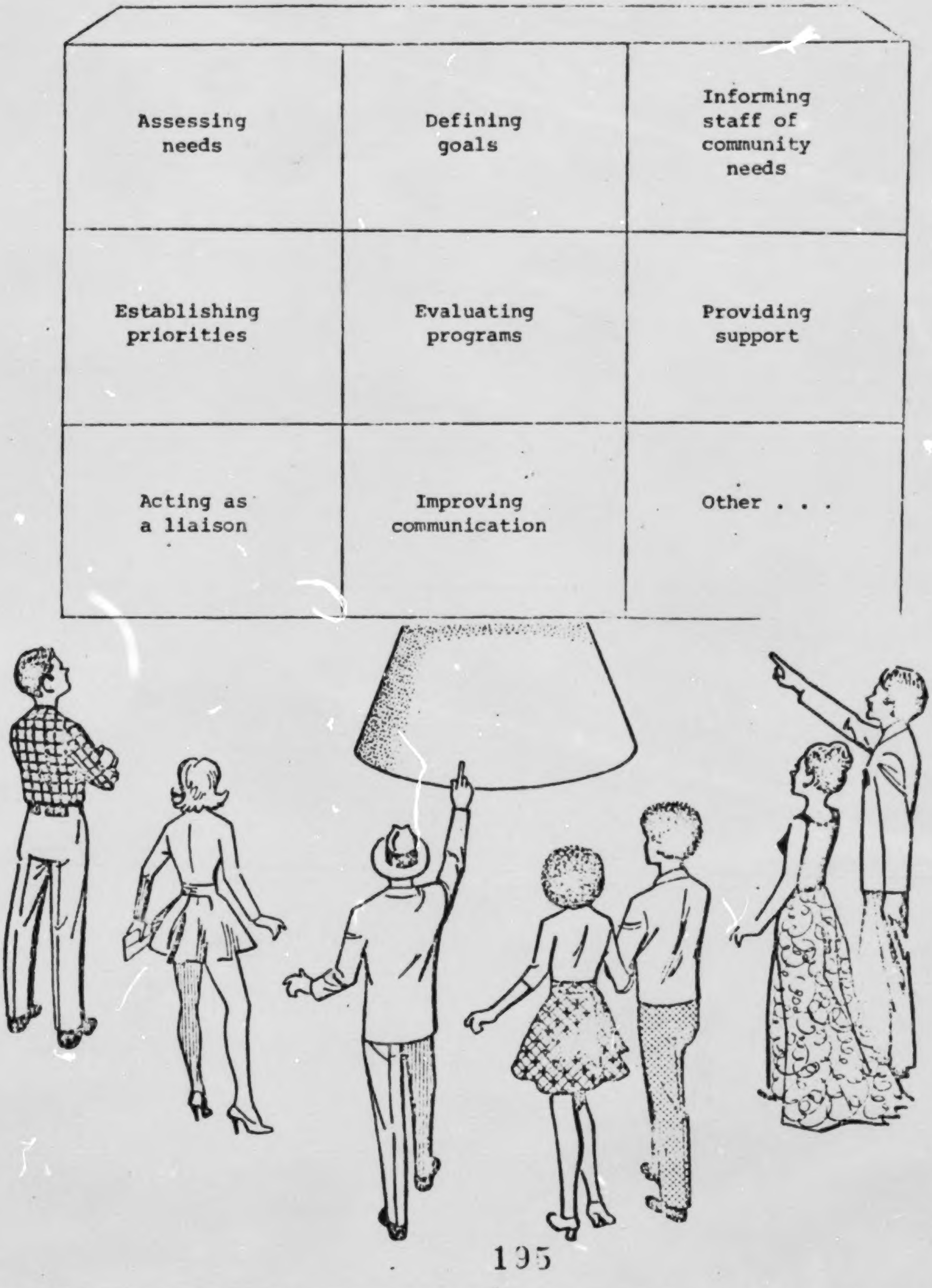
FUNCTIONS OF SCHOOL COMMUNITY ADVISORY COUNCILS



Assessing needs	Defining goals	Informing staff of community needs
Establishing priorities	Evaluating programs	Providing support
Acting as a liaison	Improving communication	Other . . .

BACKGROUND

In early colonial times, the board of education had to build the schoolhouse, order the chalk, solicit the taxes, make seasonal repairs and hire the teacher. The teacher also had a multitude of responsibilities and jobs. He had to feed fuel to the stove, know all the answers for every subject, police the playground, sweep the floors, dry tears, and direct the Christmas program. In colonial days, the process, product, problems, and profits of education were everyone's concern.

The school system of today is much different. The number of students has increased. The quantity and quality of educational services have increased. To accommodate the increase in students and services and to upgrade the effectiveness and efficiency of the educational services, specialists were employed. New staff members with highly specialized skills for highly specialized job functions became necessary.

Our modern-day efforts to increase and extend our educational offerings have produced a chasm, a chasm between the school and community. No longer do the parents, pupils and school all share a common concept of the process, products, problems, and profits of local educational efforts.

The remedy does not lie in a reversal of educational developments. Our society is too large and too complex to return to the red one-room community schoolhouse. Both the public demands on, and the techniques of, educational programs necessitate the modern school concept. The answer lies then in identifying new and different ways of bridging the school-community chasm.

Two general approaches exist to bridging a school-community chasm. One is for the school administration to "sell" the school to the public. Such an approach utilizes many of the more common advertising and public relations techniques. The other approach is through "involvement". This approach provides for activities whereby parents and lay citizens can "take part" or become involved in the planning, developing, executing, and evaluating of the local educational effort.

During the past few years, the use of local lay advisory councils or committees has shown itself to be an effective method of involving citizens in the school program. Citizens advisory councils allow the public to know and take part in the education of their children. Citizens advisory councils allow the public to take an active part in the determination of priorities and policies within their local schools. Citizens advisory councils have shown themselves to be an effective bridge between the community and the school.

School administrators from all levels of education, i.e., primary, secondary, and postsecondary, are realizing the benefits of a well-organized and functioning citizens advisory council. Boards of education are also beginning to realize how citizens advisory councils can help them make better use of time and resources.

It is the intent of the Orange Unified School District to actively involve their citizens in the participatory decision-making process by the formation of Community Advisory Councils in the four high school attendance areas.

BENEFITS OF A CITIZENS ADVISORY COUNCIL

"You can't buy what a volunteer gives,"--
James E. Allen, Jr., Former United States
Commissioner of Education

The benefit of any educational effort must ultimately accrue to the learner. The benefits of a citizens advisory council accrue to the learner as well as to teachers, administrators, council members, parents, school and community. Let's look at these benefits more closely.

LEARNER BENEFITS: Expanded and improved options, increased relevance, increased recognition, safety, and service

A citizens advisory council aids in expanding and improving the options available to the learner. Community needs and desires are sensed by a council via surveys and personal contacts. Needs for classes in adult basic education are met. Desires for expanded offerings in art in the elementary school are satisfied. Opportunities for community-wide physical recreation are provided in the evenings. The needs for vocational and technical education are sensed. Student desires for classes in folk guitar or motorcycle tuneup are provided. Such options are benefits to all concerned.

The relevance of courses is greatly enriched via the involvement of advisory councils. Granted, the content of most of the academic elementary and high school courses are specified to considerable extent. The content of extramural, occupational, and adult courses, however, can be enhanced by a special subcommittee working in cooperation with the class instructor.

Recognition of outstanding learner performance is another benefit. Advisory councils recognize benefits through presentations at parents' nights, banquets, civic and fraternal gatherings, in the mass media, and through personal contacts.

Many pupils and students have benefited through improved safety practices. Advisory councils serve extremely well in designing and recommending programs of safety relating to traffic crossings, fire precautions, building codes, child molesters, and others. Such involvement usually creates opportunities for individuals to serve as volunteer aids in conducting safety programs.

Advising is the main function of a citizens advisory council. Many councils, however, provide invaluable learner services. These include the development of student handbooks, scheduling student transportation for remote sporting events, field trips, and others.

SCHOOL BOARD, TEACHER, AND ADMINISTRATOR BENEFITS: Advice and assistance

Solicited and freely given advice is the primary major benefit of a citizens advisory council. Assistance is the second major benefit. The following is a partial list of actual activities conducted by citizens advisory councils. It will relate how the benefits of an advisory council are rendered to learners, council members, parents, school and community through a school's administrative and instructional staffs.

1. Advise regarding the existing philosophy of the school.
2. Advise regarding existing school policy.
3. Advise regarding existing and new school rules and regulations.
4. Advise regarding alternatives for resolving certain community needs.
5. Advise regarding curriculum offerings.
6. Advise regarding new educational programs planned.
7. Advise regarding new facilities to be constructed.
8. Advise regarding new equipment to be obtained.
9. Advise regarding financial considerations.
10. Advise regarding possible methods of resolving school-community differences.
11. Advise regarding safety programs.
12. Advise regarding pupil personnel services.
13. Advise regarding extracurricular activities.
14. Advise regarding course content.
15. Advise regarding content of parent handbooks.
16. Assist in identifying existing and emerging community needs.
17. Assist in developing new instructional programs.
18. Assist in improving school-community relations.
19. Assist in communicating ideas from the community to school board, and to administrative and instructional staffs.
20. Assist by serving as a filter for complaints directed to the board of education.
21. Assist in the communication process related to bond referendums.
22. Assist by conducting continuous school evaluations.
23. Assist in determining bussing routes.
24. Assist in conduct of safety programs and safety studies.
25. Assist in promoting voter participation in school board elections.
26. Assist in conducting "open house" and recognition events.
27. Assist in obtaining instructional resources (talent, equipment, audio visuals).

COUNCIL MEMBER BENEFITS: Involvement, status, and vehicle for service

Many persons fail to realize that the council members themselves receive benefits from serving on a citizens advisory council. One of these benefits is the opportunity to become involved in local educational efforts. Many people want to be a part of education. The problems, products, profits, and processes of education are of interest to lay citizens. A person need not be an educator or a parent to value such participation.

Community status is a very important outcome of advisory council membership. The individual member is held in high regard by his peers, and subsequently is often considered as a leader by those he unofficially represents. As a result of serving on an advisory council, many individual members have developed their leadership abilities and have become "spark plugs" in noneducational settings. Many former advisory council members eventually become members of a board of education.

Many citizens advisory council members see their membership as a means of being of service to youth, to learners of all ages, and to the community as a whole. This opportunity to serve on an advisory council allows members to be of service to their fellow man, their community, and their nation.

PARENTS, SCHOOL, AND COMMUNITY: Fulfilled needs, public relations and service

Via an advisory council, community needs may become resolved. Human desires and needs for worth, acceptance, and involvement are satisfied. This is not to say that a citizens advisory council can solve all the problems of society. The belief is that self-help is one of the keys to insuring a better life for everyone.

Via public relations, the chasm between school and community can be bridged. Because of the activities of a well-organized citizens advisory council, communications, education, involvement, recognition, and awareness are established. Both the school and the community benefit from improved mutual understandings.

Again, advisement is the major function of an advisory council. Service activities, though, prove to be of value. Service activities include advice regarding the content of handbooks for new parents in the district, encouraging voter turnout for school board elections, and involvement of additional lay citizens in subcommittees.

Benefits of a well-organized and well-developed citizens advisory council accrue to everyone. A "poor" advisory council can have the opposite effect.

ORANGE UNIFIED SCHOOL DISTRICT
BOARD APPROVED GUIDELINES

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NAME

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PURPOSE

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>
> A quorum shall consist of at least 51% of the total appointed membership of the council.
>
> No fewer than four meetings shall be held in a school year.
>
> Minutes shall be kept of all council meetings.
>
> A chairman and a secretary shall be elected.
>
> A membership committee shall be appointed.

Adopted: May 2, 1975

QUESTIONABLE ACTIVITIES OF A CITIZENS ADVISORY COUNCIL

Experience has shown that certain activities harm not only the citizens advisory council, but also the school and the community. Certain activities tend to split the community, and especially the community's support for the school. Therefore, such activities as the following should be avoided by citizens advisory councils.

1. Independent reporting to the public is not advised. Noncontroversial items such as the formation of a citizens advisory council, reports of their meetings and activities, and reporting of proposed plans may be issued without authorization from the board of education provided they have been approved by the school administration. All other news items, however, should be reported to the public as a joint news report with the board of education.

2. Issues relating to daylight savings time, the community fire department, city hall, and the highway department are examples of noneducational concerns in which citizens advisory councils should not become involved. The council is a school and not a community agency. If a oouncil's activities are not ultimately concerned with the improvement of education, it should voluntarily disband.

3. Pressure tactics are to be avoided. An advisory council is concerned with the improvement of all education through systematic and objective progress; not by applying political, social, or economic pressures on teachers, principals, board members, or other school agencies.

4. Involvement in partisan political issues and candidates is considered to be in bad taste and potentially destructive. Campaigning for board candidates or other political candidates should be avoided.

5. Fund raising for school equipment is not recommended. The citizens advisory council has an advisory role; not a fund-raising role. Conducting a bake sale to buy a new projector is a worthy function of any civic organization except the advisory council.

6. Involvement in the personnel matters of the school is not recommended. The board of education has employed administrative personnel to direct the hiring firing, supervision, training, and observation of the instructional and non-instructional personnel. Persons with complaints about specific teachers should be directed to the administration. Thus the complaint will be handled through established administrative channels.

7. What to teach is a concern of the citizens advisory council; how to teach it is not. The "hows" of learning, teaching, counseling, administrating and mental growth are the specialized fields of training of the teachers and the administrators. That knowledge and wisdom must be respected.

EVALUATION

Schools are important to the persons living in a community. They guide and direct the physical and mental growth of children and adults, consume taxes, influence the community, and direct the nation. Because the process, products, problems, and profits of schools are very visible, the community observes and makes judgements. Every community evaluates its schools. The problem is certainly not that the community evaluates the schools. The problem is the methods involved and information used by communities in their evaluation. Too often, a community's evaluation tends to be off-hand, general, vague, unsystematic, inconclusive, and sometimes unrealistic.

1. *How can citizens advisory councils assist communities in evaluating schools?*

The first activity an advisory council may undertake is to attempt to set forth the general objectives or goals that the school is trying to accomplish. To motivate the entire community to agree on a complete set of goals for the school is a task of unrealistic magnitude. Every individual will appraise the school within the frameworks of his or her own personal goals or standards. Attempting to obtain unanimous approval of global school goals is unrealistic. Specifying goals is advised, as it facilitates constructive communications.

A second activity an advisory council may undertake in the area of evaluation is the collection and dissemination of appropriate information. The percentage of school dropouts, the successes and failures of former students, adequacy of the physical plant, and opinions of community leaders are all important pieces of information which should be presented to the public. As a result, decisions may be based on systematic, accurate, pertinent and up-to-date information rather than insufficient and inappropriate data.

There is more to evaluation, though, than merely the reporting of collected information. On behalf of the community, the advisory council must make judgement based on the information collected. The conclusions and judgments of a well-informed citizens advisory council can crystalize solid community support for the school system.

2. *How should a school evaluation be conducted?*

At the present time, a School Audit Plan is being developed by each building principal. This will be implemented and field tested during the 1975-76 school year. Your input will be solicited and included. Evaluation is an ongoing process and necessary changes will be made throughout the years.

3. *Should a citizens advisory council evaluate teachers or courses?*

No! Advisory councils should never concern themselves with individual administrative, instructional, or noninstructional staff members or the methods by which they teach. What is to be taught is a concern of a citizens advisory council. How the subject is to be taught is to be left in the competent hands of the teachers and educators who have had years of training and experience in the art and science of education.

4. *Should evaluations be sporadic or continuous?*

Every school is in a constant state of flux. Every school is in a dynamic state of equilibrium. Changes are occuring constantly. Because a school is in constant motion, the evaluation of that system must also be continuous. Sporadic evaluations do nothing more than give an in-depth look at the school at a specific point in time. That point in time, however, may not be representative of the performance of the school system.

GLOSSARY OF TERMS

I. Terms frequently used in Parliamentary Procedures

- a. Agenda - Matters to be brought before a committee, things to be done.
- b. Bylaws - Rules governing the conduct of meetings and actions of members. Contain information about duties of officers, committees, meetings, order of business. May not be changed without prior notice to the membership.
- c. Ex-officio - A member because of his official position.
- d. Main Motion - Introduces a proposal for consideration. There may be only one main motion under consideration at a time.
- e. Order of Business - Establishes the order in which different parts of a meeting are to be conducted.
- f. Quorum - The number of members required to be present in order to conduct business. A quorum is 51% of the total elected membership.
- g. Standing Rule - Regulates and gives continuity to the order of business. Unlike bylaws, may be changed or suspended at any meeting, without prior notice, by a two-thirds vote.
- h. Status of Candidate - The group a candidate would like to represent determines his status as a parent, community representative, etc.
- i. Steering Committee - A committee appointed to direct the membership in a particular course or project.

II. Terms relating to the school district or to education in general.

- a. Accountability - Methodology that insures the attainment of objectives; responsibility for the end result of an effort.
- b. Assessment - A determination resulting from the evaluation process.
- c. Assessment Criteria - Demonstrable levels of performance or factors upon which a judgment or decision may be based.
- d. Brown Act - Section 54961 of the Government Code which declares that all meeting of public bodies must be open to the public except in certain personnel matters.

e. California Administrative Code Title V Education - (Title V) Rules and regulations of the California State Board of Education.

f. California Education Code - (E.C.) Laws pertaining to education enacted by the California Legislature.

g. Certificated Employees or Personnel - Those employees or personnel of school districts who positions require state credentials or certification qualifications.

h. Classified Employees - School district employees other than certificated employees.

i. Community - A grouping of people living or working in the same geographic area; an attendance area served by a school or schools.

j. Community Representatives - Individuals selected or designated to represent members of a community other than parents.

k. Curriculum - The course of study implemented by schools; the formal educational experience provided for the pupils of a school.

l. Decentralization - An organizational plan for dispersing support, services, and elements of control; a process of placing control away from a centralized source of authority.

m. Educational Program - A comprehensive plan of education which extends and puts into effect the course of study at the local school level.

n. Goal - A statement in general terms of what a person(s) hopes to achieve.

o. Objective - A predetermined accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal.

p. Performance Objective - Also called "objective" or "behavioral objective" (see OBJECTIVE)

q. Pupil Needs - Those conditions which may be observed in a pupil and which require positive action to relieve; educational and personal requirements of a pupil.

r. Resources - Available means; a source of supply or support available to a school.

s. School-Community Advisory Council - An organized group made up of school staff, parent and community representatives to advise the principal; a plan of school staff and community involvement established by the Board of Education.

APPENDICES

LEGAL BASIS FOR THE AUTHORITY AND RESPONSIBILITY OF THE SCHOOL ADMINISTRATOR

In even the smallest schools, principals are unable to personally exercise all of the authority available to them. As a result, they have delegated much of this authority to the school's administrative and teaching staff. While principals have given authority to members of the professional staff, and even though they hold these staff members responsible for the proper and effective use of the delegated authority, they remain ultimately and legally responsible for the school and its program.

The responsibility and authority of the school principal derives from the Education Code, the California Administrative Code, and local board of education rules. Some of the pertinent provisions from these sources are:

Education Code

Section 946. Employment of Principal. The governing boards of each school district shall employ a principal for each school under its control.

California Administrative Code

Section 15. Principal. The governing board of each school district shall employ a principal for each school of the district who may also be a teacher.

Section 16. Responsibility of Principal. The principal shall be responsible for the supervision and administration of his school.

Section 78.9. Functions of Certain Administrative and Supervisory Positions in School Districts. Principal - A position entitled "principal" - has the following functions. To serve under the governing board when there is no superintendent or when there is a superintendent under the direction of any person whose title contains the word "superintendent," as chief executive officer of one or more schools with total responsibility to manage all affairs of the school, including general control and supervision of all certificated and classified employees assigned to serve in the school.

Areas of Decision Making. Matters such as student body activities, interscholastic athletic activities, discipline, safety, and civic center use of school facilities are covered to some extent by Board Rules and Administrative Regulations. Policies governing the operation of the school are also established in District Policy Bulletins. However, the California Administrative Code provision that principals are responsible for the supervision and administration of the school is the point of reference for many areas of decision integral to the functioning of a school. Rules, regulations, and policies may deal with some aspects of these areas of decision, but seldom provide complete guidelines and mandated procedures.

The broad areas of responsibility which principals assume may be outlined as follows:

a. Organization and Administration

b. Supervision of the Instructional Program

c. Pupil Personnel Services

d. School Community Relations

e. Professional Leadership

CONSIDERATION FOR MEETINGS

To assure open public meetings, the following requirements* are suggested.

a. All meetings shall be held within the geographical boundaries of the high school attendance area which the council represents. Meetings held at locations other than schools must be decided by a majority vote of the council at a regular meeting.

b. All meetings shall be open and public and shall not require registration or other conditions precedent to attendance.

c. Public notice of the regular meetings and the proposed agenda must be distributed in a manner that will assure that the community is informed of these scheduled meetings at least five days in advance of the date of the meeting.

d. Special meetings may be held when requested by a majority of the membership of a council, or in emergencies when called by the chairman, and shall be announced publicly. Notice and the agenda of special meetings shall be mailed or delivered personally to each person who has made a written request for such a notice at least 24 hours prior to the meeting.

e. In the event that a meeting of a council is willfully interrupted in a manner that prevents the orderly conduct of the meeting, the chairman may order the meeting room cleared and may continue in session. Only matters appearing on the agenda may be considered in such a session.

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*See the Ralph M. Brown Act. Government Code Sections 54950 through 54961

HELPFUL HINTS FOR PARLIAMENTARY PROCEDURE

SUMMARY OF MOTIONS BY RANK AND CATEGORY

Priority of Motions

(Generally speaking, a motion may be made if no motion above it is on the floor.)

1. Fix time and/or place of next meeting
2. Adjourn
3. Recess
4. Point of privilege
   Request for information
   Parliamentary inquiry
5. Orders of the day
6. Table
7. Point of order
8. Reconsider
9. Suspend a rule
   (Orders of the day may not be called.)
10. Close debate
    Previous question
11. Limit or extend time for debate
12. Postpone to a definite time
    Special order
13. Commit
    Refer to committee
14. Amend an amendment
15. Divide a question
16. Amend a motion

Order of Business

Call to order

Pledge of allegiance

Roll call

Reading of minutes of previous meeting

Approval of minutes of previous meeting

Reports of officers

Reports of standing committees

Reports of special committees

Unfinished business

New business

Adjournment

Steps in Passing a Motion

1. Rise and be recognized
2. Member makes motion Example: Mr. Chairman, I move we send our editor to the national convention with expenses paid.
3. Another member seconds the motion.
4. The motion is stated by the chair. Example: It has been moved by Mrs. Vaughan and seconded by Mr. Cowan that we send our editor to the national convention with expenses paid.
5. The motion is debated. Members may speak for or against the motion.
6. The chair conducts the vote. Example: The question is on the adoption of the motion to send our editor to the national convention with expenses paid. All in favor say "aye." Those opposed say "no."
7. The chair announces the vote. Example: The motion has carried.

May be Passed Without a Quorum

Adjourn

Call in absent members

Fix time and/or place of next meeting

Recess

Other actions subject to later ratification by a quorum

Two-Thirds Vote

Amend constitution, bylaws, or standing rules

Close debate

Close nominations

Consider a question out of order

Limit or extend time for debate

Object to consideration

Previous question

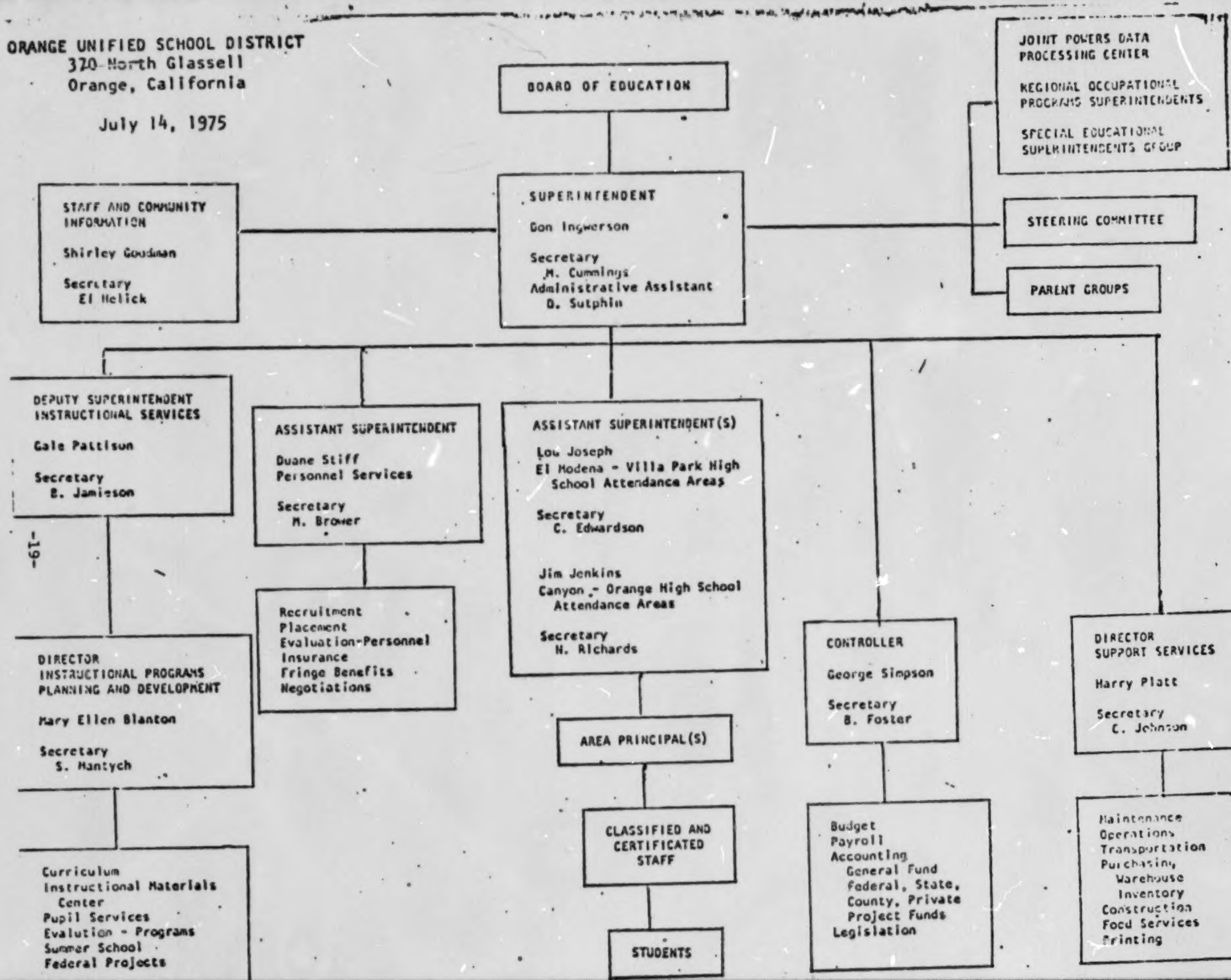
Rescind

Special order

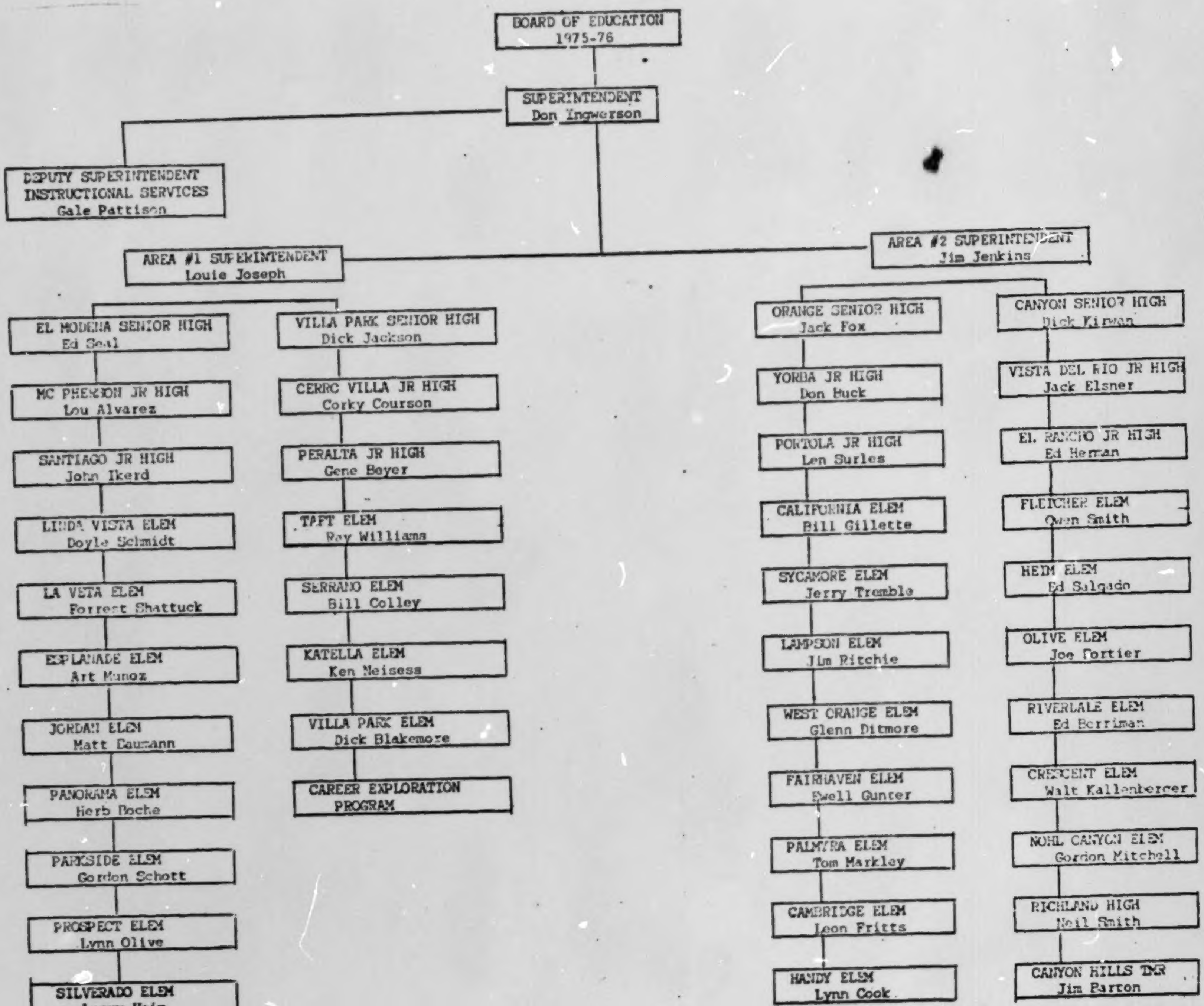
Suspend a rule

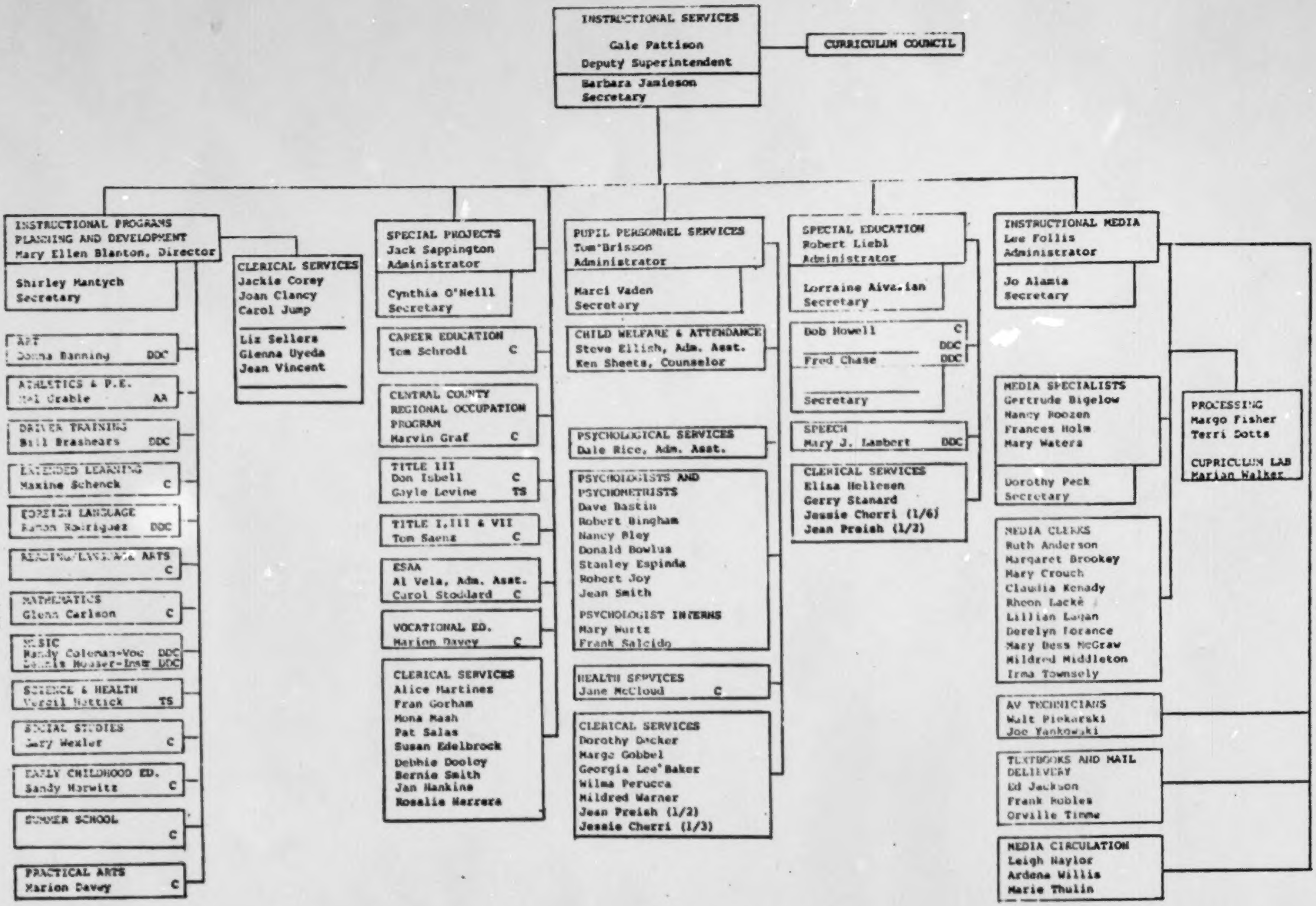
ORANGE UNIFIED SCHOOL DISTRICT
320 North Glassell
Orange, California

July 14, 1975


BOARD OF EDUCATION
JOINT POWERS DATA PROCESSING CENTER
REGIONAL OCCUPATIONAL PROGRAMS SUPERINTENDENTS
SPECIAL EDUCATIONAL SUPERINTENDENTS GROUP
STAFF AND COMMUNITY INFORMATION
Shirley Goodman
Secretary El Helick
SUPERINTENDENT
Don Ingwerson
Secretary M. Cummings
Administrative Assistant D. Sutphin
STEERING COMMITTEE
PARENT GROUPS
DEPUTY SUPERINTENDENT INSTRUCTIONAL SERVICES
Gale Pattison
Secretary B. Jamieson
ASSISTANT SUPERINTENDENT
Duane Stiff
Personnel Services
Secretary M. Brower
ASSISTANT SUPERINTENDENT(S)
Lou Joseph
El Modena - Villa Park High School Attendance Areas
Secretary C. Edwardson
Jim Jenkins
Canyon - Orange High School Attendance Areas
Secretary N. Richards
CONTROLLER
George Simpson
Secretary B. Foster
DIRECTOR SUPPORT SERVICES
Harry Platt
Secretary C. Johnson
Recruitment
Placement
Evaluation-Personnel
Insurance
Fringe Benefits
Negotiations
DIRECTOR INSTRUCTIONAL PROGRAMS PLANNING AND DEVELOPMENT
Mary Ellen Blanton
Secretary S. Mantych
AREA PRINCIPAL(S)
CLASSIFIED AND CERTIFICATED STAFF
STUDENTS
Budget
Payroll
Accounting
General Fund
Federal, State, County, Private Project Funds
Legislation
Maintenance
Operations
Transportation
Purchasing
Warehouse
Inventory
Construction
Food Services
Printing
Curriculum
Instructional Materials Center
Pupil Services
Evalution - Programs
Summer School
Federal Projects

ORANGE UNIFIED SCHOOL DISTRICT


BOARD OF EDUCATION
1975-76
SUPERINTENDENT
Don Ingwerson
DEPUTY SUPERINTENDENT
INSTRUCTIONAL SERVICES
Gale Pattison
AREA #1 SUPERINTENDENT
Louie Joseph
EL MODENA SENIOR HIGH
Ed Seal
MC PHERSON JR HIGH
Lou Alvarez
SANTIAGO JR HIGH
John Ikerd
LINDA VISTA ELEM
Doyle Schmidt
LA VETA ELEM
Forrest Shattuck
EXPLANADE ELEM
Art Munoz
JORDAN ELEM
Matt Baumann
PANORAMA ELEM
Herb Boche
PARKSIDE ELEM
Gordon Schott
PROSPECT ELEM
Lynn Olive
SILVERADO ELEM
VILLA PARK SENIOR HIGH
Dick Jackson
CERRO VILLA JR HIGH
Corky Courson
PERALTA JR HIGH
Gene Beyer
TAFT ELEM
Ray Williams
SERRANO ELEM
Bill Colley
KATELLA ELEM
Ken Meisess
VILLA PARK ELEM
Dick Blakemore
CAREER EXPLORATION
PROGRAM
AREA #2 SUPERINTENDENT
Jim Jenkins
ORANGE SENIOR HIGH
Jack Fox
YORBA JR HIGH
Don Buck
PORTOLA JR HIGH
Len Surles
CALIFORNIA ELEM
Bill Gillette
SYCAMORE ELEM
Jerry Tremble
LAMPSON ELEM
Jim Ritchie
WEST ORANGE ELEM
Glenn Ditmore
FAIRHAVEN ELEM
Ewell Gunter
PALMYRA ELEM
Tom Markley
CAMBRIDGE ELEM
Leon Fritts
HANDY ELEM
Lynn Cook
CANYON SENIOR HIGH
Dick Kirwan
VISTA DEL RIO JR HIGH
Jack Elsner
EL RANCHO JR HIGH
Ed Herman
FLETCHER ELEM
Owen Smith
HEIM ELEM
Ed Salgado
OLIVE ELEM
Joe Fortier
RIVERDALE ELEM
Ed Berriman
CRESCENT ELEM
Walt Kallenberger
NOHL CANYON ELEM
Gordon Mitchell
RICHLAND HIGH
Neil Smith
CANYON HILLS TMR
Jim Parton


INSTRUCTIONAL SERVICES
Gale Pattison
Deputy Superintendent
Barbara Jamieson
Secretary
CURRICULUM COUNCIL
INSTRUCTIONAL PROGRAMS
PLANNING AND DEVELOPMENT
Mary Ellen Blanton, Director
Shirley Mantych
Secretary
CLERICAL SERVICES
Jackie Corey
Joan Clancy
Carol Jump
Liz Sellers
Glenna Uyeda
Jean Vincent
ART
Donna Banning DDC
ATHLETICS & P.E.
Hal Grable AA
DRIVER TRAINING
Bill Brashears DDC
EXTENDED LEARNING
Maxine Schenck C
FOREIGN LANGUAGE
Ramon Rodriguez DDC
READING/LANGUAGE ARTS
C
MATHEMATICS
Glenn Carlson C
MUSIC
Randy Coleman-Voc DDC
Dennis Mosser-Instr DDC
SCIENCE & HEALTH
Vergil Hettick TS
SOCIAL STUDIES
Gary Wexler C
EARLY CHILDHOOD ED.
Sandy Horwitz C
SUMMER SCHOOL
C
PRACTICAL ARTS
Marion Davey C
SPECIAL PROJECTS
Jack Sappington
Administrator
Cynthia O'Neill
Secretary
CAREER EDUCATION
Tom Schrodi C
CENTRAL COUNTY
REGIONAL OCCUPATION
PROGRAM
Marvin Graf C
TITLE III
Don Isbell C
Gayle Levine TS
TITLE I,III & VII
Tom Saenz C
ESAA
Al Vela, Adm. Asst.
Carol Stoddard C
VOCATIONAL ED.
Marion Davey C
CLERICAL SERVICES
Alice Martinez
Fran Gorham
Mona Mash
Pat Salas
Susan Edelbrock
Debbie Dooley
Bernie Smith
Jan Hankins
Rosalie Herrera
PUPIL PERSONNEL SERVICES
Tom Brisson
Administrator
Marci Vaden
Secretary
CHILD WELFARE & ATTENDANCE
Steve Ellish, Adm. Asst.
Ken Sheets, Counselor
PSYCHOLOGICAL SERVICES
Dale Rice, Adm. Asst.
PSYCHOLOGISTS AND
PSYCHOMETRISTS
Dave Bastin
Robert Bingham
Nancy Bley
Donald Bowlus
Stanley Espinda
Robert Joy
Jean Smith
PSYCHOLOGIST INTERNS
Mary Wurtz
Frank Salcido
HEALTH SERVICES
Jane McCloud C
CLERICAL SERVICES
Dorothy Decker
Margo Gobbel
Georgia Lee' Baker
Wilma Perucca
Mildred Warner
Jean Preish (1/2)
Jessie Cherri (1/3)
SPECIAL EDUCATION
Robert Liebl
Administrator
Lorraine Aivazian
Secretary
Bob Howell C
DDC
Fred Chase DDC
Secretary
SPEECH
Mary J. Lambert DDC
CLERICAL SERVICES
Elisa Hellesen
Gerry Stanard
Jessie Cherri (1/6)
Jean Preish (1/2)
INSTRUCTIONAL MEDIA
Lee Follis
Administrator
Jo Alamia
Secretary
MEDIA SPECIALISTS
Gertrude Bigelow
Nancy Roozen
Frances Holm
Mary Waters
Dorothy Peck
Secretary
PROCESSING
Margo Fisher
Terri Dotts
CURRICULUM LAB
Marian Walker
MEDIA CLERKS
Ruth Anderson
Margaret Brookey
Mary Crouch
Claudia Kenady
Rheon Lackè
Lillian Lagan
Derelyn Forance
Mary Bess McGraw
Mildred Middleton
Irma Townsely
AV TECHNICIANS
Walt Piekarski
Joe Yankowski
TEXTBOOKS AND MAIL
DELIVERY
Ed Jackson
Frank Robles
Orville Timme
MEDIA CIRCULATION
Leigh Naylor
Ardena Willis
Marie Thulin

8/22/75

APPENDIX W

ORANGE UNIFIED SCHOOL DISTRICT
OLIVE VILLA PARK EL MODENA SILVERADO ORANGE

DONALD W. INGWERSON Ed.D.
SUPERINTENDENT

370 NORTH GLASSELL STREET
ORANGE, CALIFORNIA 92666
TELEPHONE: (714) 997-6011

July 1, 1976

Dr. Constantine Callas
2716 East Washington
Orange, California 92669

Dear Dr. Callas:

In an effort to optimize the channels of communication among parents, students and staff of the Orange Unified School District, we are establishing Community Advisory Councils for the 1975-76 school year.

As you can see in the attached guidelines, the Community Advisory Council idea will be organized along high school attendance boundaries, including all elementary and junior high schools that fall within a given high school attendance area. The primary functions of the councils will be to advise and assist district administrators on topics of significant interest to various segments of our community. It is anticipated that each Community Advisory Council will meet from six to eight times during the year.

For the coming year, members of the Community Advisory Councils will be designated by an appropriate area superintendent of the District. Your name has been submitted to me as an excellent candidate to represent parents of your area.

Accordingly, I am extending this formal invitation to join us in launching the first El Modena Community Advisory Council to be organized in our District.

I sincerely hope that you will agree to serve in this worthy venture for the 1975-76 school year. Please contact me at your convenience regarding your willingness to participate, or with questions I can try to answer for you before you are ready to make a firm commitment.

Following finalization of the El Modena Community Advisory Council membership, I will contact you regarding the date, time and place of the first organizational meeting.

Sincerely,

Louie S. Joseph

Louie S. Joseph
Area Superintendent

LSJ:ce
Attachment

APPENDIX X

COMMUNITY ADVISORY COUNCIL
El Modena - Villa Park Attendance Areas

September 23, 1975
Villa Park Comm. Adv. Council
Cerro Villa Junior High School
Faculty Lounge, 7:30 p.m.

September 24, 1975
El Modena Comm. Adv. Council
Santiago Junior High School
Principal's Conference Room, 7:30 p.m.

AGENDA

I. Welcome & Call to Order - Lou Joseph, Area Assistant Superintendent

II. Purpose of Community Advisory Councils

III. Advisory Handbook

IV. Set Meeting Place, Frequency and Time

V. Areas of Concern from District Level for 1975-76

  A. Housing of Students (1976-77) in our Area. Decision needed by January 1976

    1. Year-round School
    2. Change Boundaries
    3. Extended Day
    4. Other

  B. Audit of School Plan - Mini-WASC

  C. Student Costs - How to monitor and keep at reasonable level

  D. Vandalism - Ways to combat and reduce frequency of incidents

  E. Reporting to Board of Education

  F. Understanding of the Schools

    1. Communication
    2. Six Year Plan

  G. Two Areas That Need Immediate Study

    1. Physical Education 11th and 12th Grades
    2. Smoking Bill

    Workshop on Tuesday, October 7, 1975, at 7:00 p.m. at El Modena High School to study these two Senate Bills (P.E. & Smoking)

VI. Concerns from Floor to be Studied

VII. Membership By-Laws

- A. Serve for Term of Three (3) Years
- B. Start this Year

  5 for 3 years
  5 for 2 years
  5 for 1 year
  Draw by lot

VIII. Selection of Chairperson - a lay person, not an educator

- A. Selection of Vice-Chairperson

IX. Open Session

X. Set Next Meeting Date

XI. Adjournment & Refreshments

LJ:ce
9/18/75

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK COMMUNITY ADVISORY COUNCIL

Cerro Villa Junior High School
Faculty Lounge
Tuesday, September 23, 1975

Council Members Present: Beyer, Briggeman, Colley, Dawson, Holt, Jackson, Joseph, Possi, Reichert, Rowe, Spelliscy, Wakamoto, Wright, Yamada, York & Zeller

The meeting was called to order by Mr. Lou Joseph, Area Assistant Superintendent, at 7:35 p.m. Mr. Joseph welcomed the group and stated he is looking forward to working with this Council as he feels community advisory councils are very important and will be a positive influence in the educational picture of the community.

Restatement of Purpose - Mr. Joseph reviewed the purpose of the community advisory councils. The basic purpose of the community advisory council is to advise the area assistant superintendent and school principals regarding problems, needs, and issues. More specifically, community advisory councils have the responsibility to:

> Advise the area assistant superintendent and building principals on matters related to educational needs, problems, and suggested priorities.
>
> Advise the area assistant superintendent and building principals regarding opinions and attitudes of parents and other citizens on significant issues of a general type.
>
> Assist in strengthening communication and establishing liaison between the schools and the community they serve.
>
> Assist in identifying educational needs and problems unique to the community advisory council attendance area and interpreting these needs to the community.
>
> Assist in providing support to parents, teachers, students and the community for school programs.

It is important to note that it is the area assistant superintendent and the building principals who are ultimately responsible and accountable for decisions made regarding the program and operation of the schools within the legal and policy requirements of the school district. Mr. Joseph reminded the Council that "we are an advisory group, not a decision making group."

Advisory Handbook - Mr. Joseph indicated that a Community Advisory Handbook would be given to each member at the next meeting.

Set Meeting Place, Frequency and Time - Mr. Joseph asked the Council to decide on meeting place, frequency and time.

Motion - It was moved, seconded and carried that the Villa Park Community Advisory Council will meet the fourth Tuesday of each month at 7:30 p.m. at Serrano Elementary School. The following is a schedule of meeting dates of this Council:

Tuesday, October 28, 1975
Tuesday, November 25, 1975 (you may want to change because of Thanksgiving Holidays)
Tuesday, January 27, 1976
Tuesday, February 24, 1976
Tuesday, March 23, 1976
Tuesday, April 27, 1976
Tuesday, May 25, 1976
Tuesday, June 22, 1976 (we may want to move date to an earlier date)

Areas of Concern from District Level for 1975-76 - Mr. Joseph reviewed with the Council the following areas of concern from the District which he wanted to bring to the Council's attention:

1. Housing of Students - especially concerned with the rapid growth in the Canyon area.

2. Year-Round School, Change Boundaries & Extended Day - all areas where we will want to give input.

3. Audit of School Plan - each principal will develop a school plan with community, staff and student input, and we will need to evaluate in May with an Audit Team to see if objectives and goals have been met satisfactorily.

4. Student Costs - how do we keep student costs at a reasonable level.

5. Vandalism - Mr. Joseph disseminated a copy of the Analysis of 1974-75 Quarter Vandalism Report. He said the total cost of vandalism was approximately $78,000 for 1974-75 and this is almost double over the previous year. This is an area of concern that this Council needs to investigate.

6. Understanding the Schools - the importance of the community understanding the school's objectives and each working together to bring the best possible educational program to our young people was stressed.

7. Two Areas That Need Immediate Study - Mr. Joseph stated that the recent permissive legislation regarding P.E./11th & 12 Graders and Smoking needed immediate input from the various community advisory councils, communities, etc. He said a workshop on the pros and cons of 11th and 12th graders not being required to take physical education and the pros and cons of designating an area on the high school campus for smoking would be held on Tuesday, October 7, 1975. Mr. Joseph asked the Villa Park Community Advisory Council to send representatives to this workshop. Through this workshop, it is hoped that Mr. Gale Pattison, Deputy Superintendent/Instructional Division, will receive enough input regarding student, parent and community feelings concerning these bills to make a

recommendation to the Board of Education. The following people will attend October 7 workshop: Sally Briggeman, Rita Spelliscy and Bill Colley. All other council members are welcome to attend. The council discussed the two legislative bills and asked for copies of the bills. The Association of California School Administrators puts out a synopsis of legislative bills and a copy is attached. Because of interest, the Council requested that Mr. Joseph see if Mr. Pattison could delay his recommendation to the Board of Education so this Council can give more input. It was suggested that each member take a random sampling of their community to see what general reaction is to these bills. (Attached 10 copies of survey each member is to send - out to their community at random.) Mr. Joseph, Mrs. Reichert and Mr. Colley met on Friday, September 26 to devise survey and review goals of the Villa Park Community Advisory Council for the 1975-76 school year.

Membership By-Laws - Mr. Joseph stressed the importance of community advisory councils and said there needs to be a continuous flow of new members; therefore, he recommended that the membership by-laws reflect that members should draw in lots for terms of three, two or one year. At our next council meeting, each member will draw his/her term of service on this council.

Selection of Chairperson - Mr. Joseph stated a Chairperson should be elected and it should be a lay person. He said educators on the council should only serve in capacity of resouce people.

Motion - It was moved, seconded and carried that Mrs. Carol Reichert would serve as Chairperson; Mr. Wilson Wright as Vice-Chairperson.

Open-Session

1. Open Campus - Mr. Jackson reported to the Council on his meeting with students and the Villa Park Merchants on the possibility of open-campus at Villa Park High School. He said the merchants were emphatically against open-campus; therefore, students at Villa Park High School would not continue to pursue this idea at this time.

2. Vandalism - the Council discussed the problem of vandalism increasing in the schools. It was suggested that perhaps we should frequently publicize the cost the District bears for vandalism and how this money could better be used for instructional purposes. The Council will put this item on a future agenda.

Suggested Topics for Next Agenda

1. Discuss and review RISE Commission recommendation
2. Collective Bargaining - Mr. Beyer will bring the Council up-to-date on this legislation
3. Future Curriculum
4. Budget that each school develops - a comparsion among the three levels/elementary, junior and senior high schools
5. Early Childhood Education
6. Vandalism

over

Mr. Joseph adjourned the meeting at 9:40 stating he hoped all members would feel free to state their true feelings about any items on the agenda. He said we are here to advise and bring to the attention of the building principals our concerns and suggestions to help implement programs in education.

Louie S. Joseph

Louie S. Joseph
Area Assistant Superintendent

LSJ:ce
10/3/75

Enclosures: Board Meeting Notes
Villa Park Community Advisory Survey Forms
ACSA Synopsis of Legislative Bills on P.E. & Smoking
Invitation to attend a Forum on October 9 on graduation requirements

APPENDIX Z

VILLA PARK COMMUNITY ADVISORY COUNCIL
1975-76 School Year

Mr. Gene Beyer
2310 Altura
Orange, CA 92667
997 6261
(Principal Peralta)

Mrs. Sally Briggeman
18612 S. Mesa Drive
Villa Park, CA 92667
637 1977
(Dorian Representative)

Mr. William Colley
17741 Serrano
Villa Park, CA 92667
997 6275
(Principal Serrano)

Miss Wendy Dawson
17992 Alta Drive
Villa Park, CA 92667
637 6611
(Student Villa Park High)

Mr. Bill Holt
2733 Villa Vista Way
Orange, CA 92667
637 1588
(Parent/Serrano/CV)

Mr. Richard Jackson
18042 Taft
Villa Park, CA 92667
997 6120
(Principal Villa Park High)

Mr. Frank Pozzi
2518 E. Athens
Orange, CA 92667
639 1613
(Parent/Katella)

Mrs. Carolyn Reichert
18721 Valley Drive
Villa Park, CA 92667
637 7645
(Parent/VPE/CV)

Mr. Jack Rowe
10262 Via Corta
Villa Park, CA 92667
532 1823
(Teacher VPHS)

Mrs. Deanna Smith
1028 E. Del Mar
Orange, CA 92665
637 9058 or 636 4661 (Work)
(Parent Peralta)

Mrs. Rita Spelliscy
1921 Warbler
Orange, CA 92667
637 9164
(Parent Villa Park High)

Mr. Charles Wakamoto
1110 E. Meats Avenue
Orange, CA 92665
637 6167
(Parent Taft)

Mr. Wilson Wright
1207 E. Chestnut
Orange, CA 92667
637 5207
(Parent/Peralta/VPHS)

Mrs. Georgene Yamada
917 East Chestnut Avenue
Orange, CA 92667
637 4523
(Parent Peralta)

Mrs. Darryl Zeller
10562 Orangegrove
Orange, CA 92667
633 7158
(Parent Cerro Villa)

On the night of October 9, in the Board Room at the District Office, there will be a forum on high school graduation requirements. If you have an interest in giving input as to the curriculum for high school, you are cordially invited to attend this meeting.

Topic: PHYSICAL EDUCATION /PUPIL

Bill No: SB 16

Author: GREGORIO

Physical Education - permits permanent p.E. exemption for pupils who have completed tenth grade and who are 16 years old and have not completed tenth grade, upon Board determination of exemption

Date Introduced 12/2
Ammended 3/3, 4/5
Committee Action
Finance/Ways and Means
Senate/Assembly Floor
Senate/Assembly Action
Concurrent Resolution
Governor 5/19

assa - approve

PUPILS
Topic

SB 171
Bill No.
Gregorio
Author

Smoking on Campus - Authorizes the Governing Board of Districts maintaining high schools to adopt rules to permit, discourage, or exclude smoking on campus.

Date Introduced
Ammended
Committee Action
Finance/Ways and Means
Senate/Assembly Floor
Senate/Assembly Action
Concurrent Resolution
Governor 5/6/75

VILLA PARK COMMUNITY ADVISORY COUNCIL SURVEY

Senate Bill 16, which will become effective on January 1, 1976, makes it possible for the school district to make physical education optional for high school students who are at least 16 years old.

1. Would you favor optional P.E. for 11th and 12th graders?

Yes _____ No _____

Senate Bill 171, which will become effective on January 1, 1976, allows the school district to establish smoking areas on the high school campus.

1. Would you favor adoption of a smoking area?

Yes _____ No _____

2. Do you believe this would encourage smoking in general?

Yes _____ No _____

3. Do you believe parental permission should be required if we establish smoking areas?

Yes _____ No _____

We appreciate you taking the time to express your feelings on Senate Bill 16 and Senate Bill 171. This information will give us input on how our community feels regarding this legislation. Our input will be forwarded to the Division of Curriculum and Instruction so a recommendation can be compiled and presented to the Board of Education for their final decision. Thank you.

APPENDIX BB

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK COMMUNITY ADVISORY COUNCIL

Serrano Elementary School
Teacher's Lounge
Tuesday, October 28, 1975

7:30 p.m.

Chairperson: Mrs. Reichert
Council Members: Beyer, Briggeman, Colley, Dawson, Holt, Jackson, Pozzi, Joseph, Rowe, Smith, Spelliscy, Wakamoto, Wright, Yamada and Zeller

AGENDA

I. Call to Order - Mrs. Carolyn Reichert, Chairperson

II. Approval of Minutes of Previous Meeting

III. Introduction of Guests and New Members

IV. Old Business

- A. Delineation of Terms for Each Member by Lot or Verbal Agreement

V. Reports

- A. Physical Education/Smoking Seminar - Mrs. Briggeman, Mrs. Spelliscy and Mr. Colley
- B. Report on Villa Park Community Advisory Council - Physical Education/ Smoking Seminar
  - 1. Position Statement

VI. New Business

- A. S.B. 160 - Collective Bargaining - Duane Stiff, Assistant Superintendent, Personnel
- B. Senior High Graduation Requirements - Dick Jackson
- C. Vandalism
- D. Housing of Students

VII. Set Agenda Items for Next Month

VIII. Concerns from Floor

IX. Adjournment/Refreshments

LJ:ce
10/22/75

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK COMMUNITY ADVISORY COUNCIL

Serrano Elementary School
Teacher's Lounge
Tuesday, October 28, 1975

MINUTES

Council Members Present: Beyer, Briggeman, Colley, Holt, Jackson, Joseph, Pozzi, Reichert, Spelliscy, Wakamoto, Yamada & Zeller

Council Members Absent: Dawson, Smith & Wright

Guest Speaker: Duane Stiff, Assistant Superintendent/Personnel Services

Call to Order - The meeting was called to order by Mrs. Carolyn Reichert, Chairperson, at 7:34 p.m.

Approval of Minutes of Previous Meeting - The minutes were approved as mailed.

Delineation of Terms for Each Member - Mrs. Reichert stated that Mr. Jack Rowe submitted his resignation from the council because of a conflict in his schedule. Discussion on how the council wanted to replace resignees followed.

Motion - It was moved, seconded and carried that when the Villa Park Community Advisory Council has a resignation to fill that the principal from the appropriate school or the executive council of represented parent organization be asked to appoint another council member to fill the vacancy.

Mr. Jackson will appoint another teacher from Villa Park High School to fill Mr. Rowe's position. Mrs. Reichert asked if council members had decided on a preference for their term of office. Frank Pozzi said he would like to serve one year to give other parents from Katella an opportunity to serve. No other council members had a preference, terms were filled by drawing from lot. Designated terms are:

Beyer - 1 year
Briggeman - 1 year
Dawson - 1 year (students will only serve one year since they are seniors)
Holt - 1 year
Colley 2 years
Reichert - 2 years
Smith - 2 years
Spelliscy - 2 years
Jackson - 3 years
Wakamoto - 3 years
Wright - 3 years
Yamada - 3 years
Zeller - 3 years

Physical Education/Smoking Seminar - Mrs. Briggeman, Mrs. Spelliscy and Mr. Colley gave their interpretations of the recent P.E./Smoking Seminar held at El Modena High School on October 5. They reiterated the points for and against optional P.E. which were presented at the seminar and the points for and against allowing a smoking area on campus. These council members felt the seminar was beneficial and worthwhile as it presented the participants with the pros and cons of both. Mr. Joseph stated that the high schools have been requested to survey their 11th and 12th grade students to see if they would opt P.E. if given that choice and what electives they would take in place of P.E. (Mr. Joseph emphasized consideration would have to be given to include that making P.E. optional may cause a problem in placing P.E. teachers into their minor subject area and this may not be very effective.) The council discussed a random survey each council member took in their respective area on the permissive P.E. and Smoking Bills. After considerable discussion on both topics the following action was taken:

Motion - It was moved, seconded and carried unanimously that the Villa Park Community Advisory Council recommend that we do not endorse optional P.E. for 11th and 12th graders but recommends that the P.E. Program remain as presently constituted. It was recommended also that the elective program be improved.

Motion - It was moved, seconded and carried unanimously that the Villa Park Community Advisory Council recommend that we do not designate a smoking area on the high school campuses and that we enforce existing rules against smoking.

(Attached to your minutes is a compilation of the random survey on P.E. and Smoking taken by the Villa Park Community Advisory Council.)

S.B. 160 - Collective Bargaining - Mr. Duane Stiff reported to the council on the collective bargaining bill (Senate Bill 160) which becomes effective January 1 only insofar as establishment of the Educational Relations Board is concerned. It becomes effective April 1, 1976, for the purpose of unit determination and elections for exclusive representative organizations. The Winton Act is to be repealed as of July 1, 1976. Procedures for employer-employee relations set forth in this bill become fully operative July 1, 1976. Mr. Stiff stated that this legislation will create an adversary relationship between exclusiv bargaining agents and the District. For management this bill will give stability to employee employer relationships and give management more planning time to do the things we want to do. Mr. Stiff stated what it will mean for Orange Unified School District is that we hope to make a positive tool out of this bill to enhance the educational process of students.

Senior High Graduation Requirements - Council members were given a copy of the present and proposed graduation requirements. Mr. Jackson reviewed the proposed graduation requirements. He said each high school established committees last year to make recommendations to the District's Coordinating Committee on high school graduation requirements. The present graduation requirements call for 200 semester periods of credit in grades 9, 10, 11 & 12 - the proposed requires 210 semester periods of credit of which 160 semester periods of credit are to be in grades 10, 11 & 12. The language arts proposal will include sophomore composition as parents have been concerned that additional writing skills at the high school level needs improvement. The change in social studies lowers the present 30 semester credits to 25 credi Practical and fine arts of fifteen semester requirements is a new requirement. In physical education the proposal calls for 20 credits instead of 30. (Attached to the minutes of those members not present at this meeting is a copy of the proposed and present graduation requirements - for clarification of the above.) Mr. Joseph disseminated copies of the RISE Commissions recommendations. He asked council members to compare these recommendations with our proposed graduation requirements. If any members have input to give regarding graduation requirements, they are to send this information to Mr. Gale Pattison, Deputy Superintendent-Instructional Division.

The meeting was adjourned at 10:00 p.m.

APPENDIX DD

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK COMMUNITY ADVISORY COUNCIL

Serrano Elementary School
Teacher's Lounge
Tuesday, November 25, 1975

7:30 p.m.

Chairperson: Mrs. Reichert
Council Members: Beyer, Briggeman, Colley, Dawson, Holt, Jackson, Joseph, Morton, Pozzi, Reichert, Smith, Spelliscy, Wakamoto, Wright, Yamada & Zeller

AGENDA

I. Call to Order - Mrs. Carolyn Reichert, Chairperson

II. Approval of Minutes of Previous Meeting

III. Introduction of Guests and New Members (Barbara Morton/Teacher/VPHS)

IV. Old Business

V. New Business

A. Report on Graduation Requirements - Mr. Jackson

B. Discussion on Rise Report

C. What Can Segments of the Community Do to Curtail Vandalism in the Schools?

Community	District	School	Students	Parents
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

D. Housing & Enrollment 1976-77

1. Villa Park High School - Mr. Jackson

2. Cerro Villa Junior High School - Mr. Courson

3. Hypothetical Problem - Mr. Joseph

VI. Concerns from Floor

VII. Do You Wish a December Meeting?

VIII. Set Agenda Items for Next Meeting

IX. Adjournment

HAPPY THANKSGIVING TO YOU AND YOUR FAMILIES!

LJ:ce
11/19/75

ORANGE UNIFIED SCHOOL DISTRICT

VILLA PARK COMMUNITY ADVISORY COUNCIL

Serrano Elementary School
Teachers' Lounge
Tuesday, November 25, 1975

MINUTES

Council Members Present:	Beyer, Colley, Dawson, Holt, Joseph, Morton, Pozzi, Reichert, Smith, Spelliscy, Trollinger, Wakamoto, Wright, Yamada & Zeller
Council Members Absent:	Briggeman, Jackson (excused)
Guests:	Columbus Courson, Principal at Cerro Villa Junior High School

Call to Order - The meeting was called to order by Mrs. Carolyn Reichert, Chairperson, at 7:31 p.m.

Approval of Minutes of Previous Meeting - The minutes of the October 28, 1975, meeting were approved as mailed.

Introduction of New Members - Mrs. Barbara Morton, teacher at Villa Park High School, was introduced as a new member of this council, replacing Mr. Jack Rowe.

Report on Graduation Requirements - Mr. Jospeh reviewed with council members the proposed Plan B Graduation Requirments which were received by the Board of Education on November 22, 1975. Final adoption is to be determined on December 4, 1975. Mr. Joseph asked for discussion on the proposed graduation requirements. The Villa Park Community Advisory Council supported the proposed graduation requirements but felt that students enrolled in Biology or Physiology would meet the credit requirement for Health.

Motion - It was moved, seconded and carried unanimously that the Villa Park Community Advisory Council endorse the Proposed B Graduation Requirements with the stipulation of Biology or Physiology being acceptable as satisfying the Health requirement.

Vandalism - The council discussed various ways to reduce vandalism in our schools. The following suggestions were expressed:

1. have a mobile home with occupants living on our school campuses
2. a merit system for those schools that reduce vandalism
3. reduce motive of problem student to vandalize by trying to redirect him to help others - give him responsibility
4. counsel those students who have been caught but also see that they are penalized for their actions
5. publicize the financial cost of vandalism in the school newspaper, parent bulletin and local newspapers
6. make it more difficult to get on campus after certain hours, such as 11:00 p.m.
7. enlist help of neighbors living around school campus to keep their eyes and ears open for possible vandalism

Vandalism (cont'd.) - There was considerable discussion on this problem - not only in the way of prevention of vandalism - but concerning the lack of punishment that those doing the vandalism receive. There was general agreement that the District should seriously consider having a mobile home on the school campuses.

Housing & Enrollment/Cerro Villa Junior High School - Mr. Courson distributed information which showed enrollment projections for Cerro Villa Junior High School from the 1972-73 school year to the 1976-77 school year. The next three year projection indicates a student population of 1,360 - 1,370. Mr. Courson's recommendation would be to maintain the school at its present size by transferring students who attend Handy Elementary School to Yorba Junior High School in the Orange High attendance area. We receive approximately 25 to 30 students a year per grade class and this would eventually reduce the Cerro Villa enrollment by 100 students. The only anticipated adjustment would be one period eighth grade shop and one period eighth grade homemaking on an extended day. Mr. Courson mentioned he would like to discuss at another Villa Park Community Advisory Council Meeting the present differentiated staffing plan at Cerro Villa and what results it has had on the educational program.

The meeting was adjourned at 9:34 p.m.

LJ:ce
12/3/75

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room

Wednesday, September 24, 1975

Council Members Present: Belden, Callas, Guajardo, Herich, Merritt, Scott, Seal, Shapiro, Shattuck, Stettler, Trotter & Walker

Council Members Absent: Butner (excused), Karlik (excused), Sharp

Guests: Lynn Clive

The meeting was called to order by Mr. Lou Joseph, Assistant Superintendent, at 7:35 p.m. Mr. Joseph welcomed the group and stated he is looking forward to working with this Council as he feels community advisory councils are very important and will be a positive influence in the educational picture of the community.

Restatement of Purpose - Mr. Joseph reviewed the purpose of the community advisory councils. The basic purpose of the community advisory council is to advise the area assistant superintendent and school principals regarding problems, needs, and issues. More specifically, community advisory councils have the responsibility to:

> Advise the area assistant superintendent and building principals on matters related to educational needs, problems, and suggested priorities.
>
> Advise the area assistant superintendent and building principals regarding opinions and attitudes of parents and other citizens on significant issues of a general type.
>
> Assist in strengthening communication and establishing liaison between the schools and the community they serve.
>
> Assist in identifying educational needs and problems unique to the community advisory council attendance area and interpreting these needs to the community.
>
> Assist in providing support to parents, teachers, students and the community for school programs.

It is important to note that it is the area assistant superintendent and the building principals who are ultimately responsible and accountable for decisions made regarding the program and operation of the schools within the legal and policy requirements of the school district. Mr. Joseph reminded the Council that "we are an advisory group, not a decision making group."

Advisory Handbook - Mr. Joseph indicated that a Community Advisory Handbook would be given to each member at the next meeting.

Set Meeting Place, Frequency and Time - Mr. Joseph asked the Council to decide on meeting place, frequency and time.

Motion - It was moved, seconded and carried that the El Modena Community Advisory Council will meet the third Wednesday of each month at 7:30 p.m. at Santiago Junior High School, Principal's Conference Room. The following is a schedule of the meeting dates of this Council:

Wednesday, October 15, 1975
Wednesday, November 19, 1975
Wednesday, January 21, 1976
Wednesday, February 18, 1976
Wednesday, March 17, 1976
Wednesday, April 21, 1976
Wednesday, May 19, 1976
Wednesday, June 16, 1976

Note: No meetings will be held during the month of December.

Areas of Concern from District Level for 1975-76 - Mr. Joseph reviewed with the Council the following areas of concern from the District which he wanted to bring to the Council's attention:

1. Housing of Students - especially concerned with the rapid growth in the Canyon area.
2. Year-Round School, Change Boundaries & Extended Day - all areas where we will want to give input.
3. Audit of School Plan - each principal will develop a school plan with community, staff and student input, and we will need to evaluate in May with an Audit Team to see if objectives and goals have been met satisfacotrily.
4. Student Costs - how do we keep student costs at a reasonable level.
5. Vandalism - Mr. Joseph disseminated a copy of the Analysis of the 1974-75 Quarter Vandalism Report. He said the total cost of vandalism was approximately $78,000 for 1974-75 and this is almost double over the previous year. This is an area of concern that this Council needs to investigate.
6. Understanding the Schools - the importance of the community understanding the school's objectives and each working together to bring the best possible educational program to our young people was stressed.
7. Two Areas That Need Immediate Study - Mr. Joseph stated that the recent permissive legislation regarding P.E./11th & 12th Graders and Smoking needed immediate input from the various community advisory councils, communities, parents, etc. He said a workshop on the pros and cons of 11th & 12th graders not being required to take physical education and the pros and cons of designating an area on the high school campus for smoking would be held on October 7, 1975. A Workshop Session with the Board of Education will be held on October 22, 1975. Through the workshop, it is hoped that Mr. Gale Pattison will receive enough input on these bills to make a recommendation to the Board on the 23rd of October. Most of the El Modena Community Advisory Council's meeting was spent in discussion on Senate Bill 16 (P.E.)

and Senate Bill 171 (Smoking). The positive view included: teachers would improve the P.E. program because a reduction in the enrollment of students would necessitate teachers teaching in their minor subject area to maintain a job; there would be a first year loss of P.E. students of about 20% but after three years 90% of boys should be back in the P.E. program and 85% of girls, students would find their social outlet through P.E. and, therefore, return to the program; students would enroll in a class that has no homework requirement. There was much discussion on the importance of physical fitness. Mr. Joseph said if the Council felt strongly on mandatory Physical Education, it should take a position.

Motion - It was moved, seconded and carried to continue with a P.E. mandatory requirement for 11th and 12th graders. The vote was nine in favor of continuing with mandatory P.E. for all grades. The P.E. discussion led to a lengthy discussion on the importance of bringing back intramural sports in the schools - especially at the junior high level. There was agreement that intramural sports should have a place in the schools at all levels.

Smoking - after considerable discussion on the pros and cons of designating smoking areas on the high school campus, the Council took the following position:

Motion - It was moved, seconded and carried that a smoking area should not be allowed on the high school campus. The vote was 8-1.

The following people will attend the October 7 workshop and report back to this council: Betty Belden, Dr. Callas and Larry Herich.

Membership By-Laws - Mr. Joseph stressed the importance of community advisory councils and said there needs to be a continuous flow of new members; therefore, he recommended that the membership by-laws reflect that members should draw in lots for terms of three, two or one year. At our next council meeting, each member will draw his/her term of service on this council.

Selection of Chairperson - Mr. Joseph stated a Chairperson should be elected and it should be a lay person. He said educators on the Council should only serve in capacity of resource people.

Motion - It was moved, seconded and carried that Dr. Callas would serve as Chairperson; Betty Belden as Vice-Chairperson.

Open Session

PFO-PTA - there was discussion on the possible conflict between PFO-PTA groups and community advisory councils. Mr. Joseph said he hopes to have better communication than in the past between the two groups.

Purpose of Council - Mr. Joseph said he would hope the Council can effect some changes in the educational program. The Council stated they wanted to see results of their advice. Mr. Joseph stated he was accountable to this Council and would see that their suggestions and recommendations would receive proper exposure and attention.

Mr. Joseph adjourned the meeting at 9:41 p.m.

Louie S. Joseph

Louie S. Joseph
Area Assistant Superintendent

LSJ:ce
10/7/75

EL MODENA COMMUNITY ADVISORY COUNCIL
1975-76 School Year

Mrs. Betty Belden
13002 Wheeler Place
Santa Ana, CA 92705
633 2212
(El Modena Parent)

Mrs. Carol Butner
29171 Silverado Canyon Road
Silverado, CA 92676
649 2280
(Silverado Parent)

Dr. Constantine Callas
2716 East Washington
Orange, CA 92669
633 7744 (838-8383/Work)
(Parkside Parent)

Mrs. Elisa Guajardo
335 East Jackson
Orange, CA 92667
538 1533
(Counselor at Santiago)

Mr. Larry Herich
762 Fairmont Way
Orange, CA 92669
532 5141
(McPherson Parent)

Mrs. Olda (Florence) Karlik
3332 Casselle Avenue
Orange, CA
633 5353
(La Veta Parent)

Mrs. Melvin (Elena) Merritt
4008 East Donna
Orange, CA 92669
633 6043
(Esplanade Parent)

Mrs. Sally Scott
536 Wrightwood Drive
Orange, CA 92669
633 2065
(Santiago Parent)

Mr. Ed Seal
3920 Spring Street
Orange, CA 92669
997 6240
(El Modena Principal)

Mrs. Homer (Katherine) Shapiro
3324 Casselle Avenue
Orange, CA 92669
532 5764
(El Modena Parent)

Mr. Thomas Sharp
10644 Crawford Canyon Road
Santa Ana, CA 92705
(Panorama Parent)

Mr. Forrest Shattuck
2605 East Chestnut
Orange, CA 92667
633 0480
(La Veta Principal)

Miss Beth Stettler
3806 E. Euclid
Orange, CA
639 4438
(Student El Modena)

Mr. Richard Trotter
598 N. Heather
Orange, CA 92669
(Prospect Parent)

Mrs. Margaret Walker
3144 Jacaranda
Orange, CA 92667
633 0872
(Santiago Parent)

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room
Wednesday, October 15, 1975
7:30 p.m.

Chairperson: Dr. Callas
Council Members: Belden, Butner, Callas, Guajardo, Herich, Joseph, Karlik, Merritt, Scott, Seal, Shapiro, Sharp, Shattuck, Stettler, Trotter & Walker

AGENDA

I. Call to Order - Dr. Callas, Chairperson

II. Approval of Minutes of Previous Meeting

III. Introduction of Guests & New Members

IV. Old Business

  A. Delineation of Terms for Each Member

V. Reports

  A. Textbook Recommendation Last Year - Mr. Joseph

  B. Physical Education/Smoking Seminar - Mrs. Belden/Mr. Herich

    1. Position Statement

VI. New Business

  A. Status of Physical Education in Junior High School

    1. Feasibility of Intramural at Junior & Senior High School - Mrs. Shapiro

  B. Vandalism

  C. Senior High Graduation Requirements

  D. Housing of Students

VII. Set Agenda Items for Next Month

VIII. Concerns from Floor

IX. Adjournment/Refreshments

LJ:ce
10/13/75

APPENDIX GG

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room
Wednesday, October 15, 1975
7:30 p.m.

MINUTES

Council Members Present: Butner, Callas, Guajardo, Joseph, Karlik, Seal, Shapiro, Shattuck, Stettler & Trotter

Council Members Absent: Belden, Herich, Merritt, Roberts, Scott, Sommers, Stamm, Sharp, & Walker

Guests: Matt Baumann, Principal/Jordan Elementary School, John Ikerd, Principal/Santiago Jr. High School & Mel Grable, Administrative Assistant/Athletics & P.E.

Call to Order - The meeting was called to order by Dr. Callas, Chairperson, at 7:31 p.m.

Approval of Minutes of Previous Meeting - The minutes of the September 24 meeting were approved as mailed.

Introduction of Guests & Members - All members and guests introduced themselves.

Delineation of Terms for Each Member - The following is the term of office for each member present at the meeting:

Butner - 3 years
Callas - 1 year
Guajardo - 3 years
Karlik - 3 years
Seal - a permanent member
Shapiro - 2 years
Shattuck - 1 year
Stettler - 1 year
Trotter - 3 years

Each member who served last year will not have that year counted toward his term of office Dr. Callas asked that those members not present please indicate their preference of term of office (please call Carol Edwardson at 997-6323 to give her your term of office).

Textbook Recommendation - Mr. Joseph stated that since the textbook selection is a very involved process he would like to have Mr. Gale Pattison, Deputy Superintendent, or Mrs. Mary Ellen Blanton, Director of Curriculum Planning and Development, come to our next meeting and speak to this subject. Mr. Joseph also invited council members to view the textbooks on display in the Instructional Media Center at the District Office. Mrs. Karlik suggested that Mr. Pattison be asked whether or not it would be worthwhile for the community advisory councils to discuss textbook procedures because if there are many State regulations it may not be worthwhile for this council to give input. Mr. Joseph will check with Mr. Pattison or Mrs. Blanton and report back to the council.

P.E./Smoking Seminar - Mr. Seal reported on the P.E. portion of the seminar/workshop. He stated the following were the points he brought out at the seminar: an optional P.E. program might create more innovative programs in P.E. to attract students; student should have to pass some physical fitness test before opting P.E. Mr. Grable said he presented an overview of S.B. 16 at the seminar/workshop and that in discussion he participated in that all were supportive of mandatory P.E. Mr. Grable stated that the P.E. survey given in the schools seemed to be somewhat misleading to students and therefore he felt this was the reason they voted for optional P.E. Mr. Joseph said that a lot of input was given at this workshop but no decision has been made. Mr. Joseph indicated that high schools have been asked to conduct a survey asking students whether or not they would opt out of P.E. next semester if given the option and what elective they would take in its place. He said a consideration when making a recommendati to the Board should include that making P.E. optional may cause a problem in placing P.E. teachers into their minor subject area and this may not be very effective.

Status of Physical Education in Junior High School - Mr. Grable reviewed the Boys' & Girls' Curriculum Guide in P.E. which has been approved by the Board of Education. Mr. Grable stated there were a number of changes occurring in P.E. because of Title IX (womens' equal rights) and the implications it has on P.E. Mr. John Ikerd gave his perception of the P.E. program at the junior high level. He used the overhead projector to show the scope and sequence of P.E. activities entailed at the junior high level. He indicated there is a wide variety of activity and said the junior highs have a good P.E. program. There was a lot of discussion regarding how junior high students feel toward P.E. It was noted that physical education teachers should be reminded that many students at this level show anxiety and shyness about "gang showering".

Feasibility of Intramural Sports at Junior & Senior High School - Mrs. Shapiro presented her feelings for the need of an intramural sports program especially at the junior high level. Mr. Ikerd indicated that Santiago had started an intramural program at Santiago this school year and it seems to be going quite well. There was agreement among council members that intramural sports is the one way to really reach the below average and average student in a good sports program. Mr. Grable stated that there is a national trend to develop intramural sports, and he believes we will be seeing more of this type of program. It was suggested that this item be put on the agenda later in the year so it can be evaluated for its effectiveness this school year.

Senior High Graduation Requirements - Mr. Joseph distributed a copy of the present and proposed graduation requirements. Mr. Seal reviewed the proposed graduation requirements stating the present requirements call for 200 semester periods of credit in grades 9, 10, 11 & 12 - the proposed requires 210 semester periods of credit, of which 160 semester periods of credit are to be in grades 10, 11, & 12; present requirement is 150 semester periods of credit. The language arts proposal will include sophomore composition if student does not pass a competency test. Parents have been concerned that additional writing skills at the high school level be required of students. The main change in social studies will lower the present 30 semester credits to 25 credits. Mathematics requirement is basically the same except student will have to pass a proficiency test or take a math lab. Practical & fine arts fifteen semester requirements is a new requirement. State requirements & driver education, there is no change. In physical education the proposal calls for 20 credits instead of 30. (Attached to the minutes of those members not present at this meeting is a copy of the proposed and present graduation requirements - for clarification of the above. After Mr. Seal reviewed the graduation requirments, Mr. Joseph asked the council for their feelings. Although there was much discussion, no concrete decision regarding graduation requirments was made.

Vandalism - There was discussion on vandalism in the schools and the use of school facilities by the community. Mr. Shattuck suggested for a future agenda that we put on the agenda "Open Gates or Accessibility of Schools". It was suggested that if there were more community participation at the school facilities that perhaps this would curtail vandalism. Mr. Joseph emphasized that the reason school facilities are not used as much as in the past is because the school district cannot afford the custodial overtime that is required when our facilities are used. Suggestions and a recommendation will be made at the next meeting.

The meeting was adjourned at 10:07 p.m.

Louie S. Joseph

Louie S. Joseph
Area Assistant Superintendent

LSJ:ce

APPENDIX HH

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room
Wednesday, November 19, 1975
7:30 p.m.

Chairperson: Dr. Callas
Council Members: Belden, Butner, Callas, Guajardo, Herich, Joseph, Karlik, Lyon, Merritt, Napolitano, Roberts, Scott, Seal, Shapiro, Sharp, Shattuck, Stamm, Stettler, Trotter & Walker

I. Call to Order - Dr. Callas, Chairperson

II. Approval of Minutes of Last Meeting

III. Reports

Senate Bill 160 - Duane Stiff, Assistant Superintendent, Personnel Services

IV. Old Business

Bring Closure to Vandalism - What can the segments of the community do?

Community	District	School	Students	Parents
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3:	3.	3.

V. New Business

A. Housing - Mr. Schmidt, Principal/Linda Vista Elementary
Mr. Seal, Principal/El Modena High School

B. Access to Schools - Mr. Shattuck, Principal/ La Veta Elementary School

VI. Concerns from Floor

VII. Adjournment

LJ:cc
11/17/75

APPENDIX HH

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room
Wednesday, November 19, 1975

MINUTES

Council Members Present: Belden, Butner, Callas, Herich, Karlik, Napolitano, Roberts, Scott, Stamm, Seal, Shapiro, Stettler, Sommers & Walker

Council Members Absent: Guajardo (excused), Merritt, Lyon, Sharp, Shattuck (excused), & Trotter

Guests:
Gordon Schott, Principal at Parkside Elementary School
Doyle Schmidt, Principal at Linda Vista Elementary School
Duane Stiff, Assistant Superintendent/Personnel Services

Call to Order - The meeting was called to order by Dr. Callas, Chairperson, at 7:28 p.m.

Approval of Minutes of Previous Meeting - The minutes of the October 15, 1975, meeting wer approved as mailed.

Reports - Senate Bill 160 (Collective Bargaining) - Mr. Stiff reported to the council on the collective bargaining bill(S.B. 160) which becomes effective January 1 only insofar as establishment of the Educational Relations Board is concerned. The full impact of this law becomes effective April 1, 1976, for the purpose of unit determination and elections for exclusive representative organizations. The present negotiating process under the Winton Act (Meet & Confer) is to be repealed as of July 1, 1976. Procedures for employer-employee relations set forth in this bill become fully operative July 1, 1976. Mr. Stiff stated that this legislation will create an adversary relationship between exclusive bargaining agents and the District. For management this bill will give stability to employee-employer relationships and give management more planning time to do the things we want to do. Mr. Stiff stated what it will mean for Orange Unified School District is that we hope to make a positive tool out of this bill to enhance the educational process of students. Mr. Stiff said that he is available to speak with any groups or organizations regarding collective bargaining. If any of you are interested, please call his secretary, Margaret Brower, 997-6144, to make an appointment.

Vandalism - What can the segments of the community do? - Dr. Callas asked the council for constructive suggestions on how the community, district, school, students and parents can prevent vandalism in our schools. There was a lot of discussion on the prevention of vandalism. Suggestions included: 1) opening the campus to more organizations and the community so it is in use most of the time 2) having guards at each campus 3) having two or three guards patrol all campuses 4) installing non-breakable plastic/glass so windows cannot be broken. But there was general agreement by the council that their prevention suggestions would be far more costly than the cost of vandalism. The council did agree that the parents and community should be informed of the high cost of vandalism and somehow relate this expense to the high tax rate. Sally Scott suggested that Mr. Harry Platt be asked to attend our next meeting in January to give a presentation on vandalism from his perspective as Business Manager.

Housing - El Modena High School - Mr. Seal presented on the overhead projector a seven period day proposal to the council. The purpose of this proposal is to increase the capacity of the school to house students without the addition or additional cost of adding portables - which is approximately $14,000 - $15,500 each. Scheduling a seven period day, where a student takes six out of seven classes each day, will enable the school to house approximately 290 more students. Mr. Seal stated that the maximum capacity on a six period day is approximately 1,780 students - the present enrollment at El Modena is 1,775. On a seven period day, El Modena High School could house a maximum enrollment of 2,070 students. This would save the District the cost of eleven portables at a total cost of $165,000. Mr. Seal reviewed scheduling procedures for this type of program. There was general consensus that this seven period day program would be a good alternative to increased housing/enrollment at El Modena High School.

Dr. Callas announced that the El Modena Attendance Area Principals would be presenting their School Plan to the Board of Education on November 20 and invited all council members to attend this meeting. He stated that it is important for all members to attend at least one board meeting during the school year.

Because of the Christmas holidays, the council unanimously agreed to have no meeting during the month of December and their next meeting will be on January 21, 1976.

Dr. Callas wished all council members a "Happy Thanksgiving" and a "Merry Christmas" on behalf of Mr. Joseph and himself.

The meeting was adjourned at 7:47 p.m.

LJ:ce
12/2/75

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

Santiago Junior High School
Principal's Conference Room
Wednesday, January 21, 1976
7:30 p.m.

Chairperson: Dr. Callas
Council Members: Belden, Butner, Callas, Guajardo, Herich, Karlik, Lyon, Merritt, Napolitano, Roberts, Scott, Seal, Shapiro, Sharp, Shattuck, Sommers, Stamm, Stettler & Trotter

AGENDA

I. Call to Order - Dr. Callas, Chairperson

II. Approval of Minutes of Previous Meeting (note attachment which is an addition to the minutes of November 19, 1975)

III. Introduction of Guests

IV. Reports

- A. Vandalism - Mr. Harry Platt, Business Manager
- B. Overall Enrollment Picture - Mr. Harry Platt, Business Manager
- C. Summer School Report - Mr. Ken Sheets, Summer School Coordinator
- D. Overall Approach to the Hyperactive Child - Mr. Bob Liebl, Administrator/Special Education

V. Old Business

- A. Update on Year-Round School/Linda Vista

VI. New Business

- A. Smoking Prevention Strategies
- B. Pre-Kindergarten Pilot Program
- C. Attendance at School Board Meetings

VII. Concerns from Floor

VIII. Adjournment

LJ:ce
Attachment
1/15/76

ORANGE UNIFIED SCHOOL DISTRICT

EL MODENA COMMUNITY ADVISORY COUNCIL

ADDITION TO THE NOVEMBER 19, 1975, MINUTES:

Housing - Mr. Doyle Schmidt, Principal at Linda Vista Elementary School, used the overhead projector to show the enrollment predictions at Linda Vista Elementary School for next school year. He showed alternatives (both pro & con) on how we can handle the increased enrollment in this area. The alternatives presented were additional portables, double session, change boundaries, bussing, build more schools, year-round school. Dr. Callas asked for a vote of council members present to show how each would handle the increased enrollment at Linda Vista. The vote was as follows:

Napolitano - year-round school

Butner - year-round school

Roberts - year-round school

Stamm - year-round school

Stettler - year-round school, "as long as I don't have to go."

Walker - year-round school

Shapiro - year-round school

Karlik - year-round school

Herrich - addition of two portables - year-round school one year from September

Sommers - temporary portables until year-round schools better established

Belden - portables - year-round school later

Seal - abstention

Mr. Schmidt distributed a copy of a question and answer sheet which answered the most frequently asked questions regarding year-round school.

LJ:ce
1/2/76

ORANGE UNIFIED SCHOOL DISTRICT

CANYON COMMUNITY ADVISORY COUNCIL

El Rancho Junior High School
September 24, 1975

MINUTES

The meeting was called to order by Dr. James Jenkins, Area Assistant Superintendent, at 7:40 p.m.

Present were: Miss Dellino, Mr. Brian, Mrs. Goll, Mr. Hood, Mrs. Koegeboehn, Mrs. LeFever, Mrs. Ozaki, Mrs. Skinner, Mrs. Sullock and Mrs. Way

Guests were: Mr. Herman, Mrs. Joujon-Roche, Mr. Kallenberger, Mrs. Nelson, Mrs. Pacillo and Mr. Robinson

I. Introduction of Members: Dr. Jenkins indicated that each high school attendance area has a community advisory council. He had members introduce themselves and indicate which school they represented.

II. Purpose of Area Advisory Committee: Dr. Jenkins asked the council to list two things that they felt the role of a community advisory council "should be" and two things that it "should not be." Later they met in small groups and combined the following ideas:

Should be

1. liaison between parents and schools as to needs desired by parents and students for effective learning
2. act as sounding board for new ideas and programs schools wish to attempt
3. bring in ideas for the improvement of our schools in relation to our community
4. discuss and try to resolve problems the community might develop because of school functions

Should Not Be

1. not a policy making body, merely an advisory group
2. do not become involved in personnel matters
3. not an arena of petty grievances
4. not a social group

Dr. Jenkins then read the Guidelines for Community Advisory Councils (each member was sent a copy.)

III. Guidelines: Guidelines for Community Advisory Councils were distributed and Dr. Jenkins stated that the purpose of the council is to advise the building principals and area assistant superintendent on matters related to educational needs, problems and suggested priorities; advise them regarding opinions and attitudes of parents and other citizens on significant issues

Guidelines (continued)
of a general type; assist in strengthening communication and establishing liaison between the schools and the community they serve; assist in identifying educational needs and problems unique to the Community Advisory Council attendance area and interpreting these needs to the community; also, assist in providing support to parents, teachers, students and the community for school programs. Jim stated that this council was not to be a mini board of education.

IV. Election of Officers: Dr. Jenkins indicated that he felt that the chairperson should be a member of the Community Advisory Council rather than himself. He indicated that the chairperson's duties would be to work with principals and himself in setting up the agenda and to chair the meetings. It was agreed by the council to elect a chairperson at the next meeting.

V. Meeting Schedule: The council agreed to meet on the fourth Monday of each month at a school in the Canyon High attendance area. Attached is a schedule of the meeting dates.

VI. Suggested Topics for Study: Dr. Jenkins discussed various topics he would like to have placed on the agenda during the year.

A. Student Housing Plan for 1976-77 - Jim indicated that he must present a student housing plan to the Board in December. He indicated that Crescent School is experiencing more students in their intersession program than they had anticipated, thus causing a housing problem there. El Rancho has 187 4-5-6 graders and this could increase before the end of the year. He stated that the district must decide what to do with the El Rancho elementary student for next year, possibly move them to the new Imperial School, which will open in September 1976 above Canyon Hills; also, should El Rancho become a year-round school.

Walter Kallenberger, Principal of Crescent Elementary School, gave a brief explanation of their year-round school plan. He indicated that he feels the community is in favor of the program.

B. School Audit Report - Each principal is requested by the Board, Superintendent and their area superintendent to present a school plan by October 15. This plan must have objectives in five areas: basic skills, better utilization of resources, better relations with the community, school climate and staff development. Principals must select an audit team consisting of a teacher, parent, someone from another school and hopefully a member from the community advisory council would be willing to serve. The purpose of the team is to evaluate how well the principal implemen[illegible] his school plan. The audit report will be presented to the Board of Education in the spring of next year.

C. Student Costs - The Board of Education is concerned about the high cost of student activities. The expenses are too much for some families. Jim hopes the council can find ways to hold down these costs.

D. Home-School Communications - Dr. Jenkins feels the council should discuss ways to do a better job on home and school communications.

E. Vandalism - $79,000 was spent last year by the district for vandalism. Jim stated that he calls this "opportunity costs," as it cost the district the opportunity to buy new busses, textbooks and other materials. Hopefully, the council will have suggestions for ways to decrease vandalism.

Vandalism (continued)

The council indicated that they would like information on the following items: Boundaries, traffic conditions around El Rancho, Heim enrollment, crossing guard on Santa Ana Canyon Road, instruction program and teaching strategies.

VII. P.E. and Smoking Seminar: During the past year state legislation has passed two permissive laws in California, Senate Bill #16 (P.E. and Senate Bill #171 (Smoking). These permissive laws allow school districts the option of offering physical education as an elective, for students 16 years and older, and permittin a smoking area at senior high schools. Our Board must make a decision on these bills before January 1, 1976.

A workshop will be held at El Modena High School on Tuesday evening, October 7 at 7:30 p.m. to give input, both pro and con, on these bills. The district has invited students, school administrators, physical and health educators, interested faculties and parents to attend. Dr. Jenkins requested that a representative from the Canyon Community Advisory Council attend. There was a lengthy discussion on these bills by the council.

PLEASE NOTE THE CHANGE IN DATE FOR THE WORKSHOP - TUESDAY -- OCTOBER 7, 1975.

The meeting was adjourned at 9:15 p.m.

Our next meeting will be held at Vista Del Rio Junior High in the library on Monday, October 27 at 7:30 p.m.

James M. Jen

James M. Jenkins

JMJ:nr
10/1/75

ORANGE UNIFIED SCHOOL DISTRICT

CANYON COMMUNITY ADVISORY COUNCIL

Vista Del Rio Junior High School

October 27, 1975

MINUTES

The meeting was called to order by Jim Jenkins, Area Assistant Superintendent, at 7:40 p.m.

Present were:	Brian, Goll, Hood, Koegeboehn, LeFever, Murphy, Nelson, Newberry, Ozaki, Skinner, Sullock and Way
Absent were:	Bellino & Tardie
Guests were:	Berriman, Elsner, Kirwan, Rosenberg and Simpson

I. We - They - Jim Jenkins stated that he was concerned with the trust level of the community towards the district office. He indicated that sometimes he felt that it was We (district office) versus They (community). He talked about communications and as an example he had the council select the person they felt most qualified to communicate with them, and they selected Mitzy Ozaki. Jim had Mitzy sit behind a screen while she told the group how to draw and place five triangles on a piece of paper. Afterwards, he had each person show their drawing and none were alike. Jim indicated that he had done this to show how everyone interprets what they hear differently. He went on to say that last year when the district had said that there was not any money to build another school in the canyon, this had been true, but since that time they had found that they could receive money from the Anaheim Redevelopment Agency, that the State legislation allows a relevy from the earthquake tax, and the district had sold some surplus property, thus allowing the district to build Imperial Elementary School.

II. Crossing Guard - Santa Ana Canyon Road & Tustin - Karen Koegeboehn expressed concern for the need of a crossing guard at the above intersection. Jim Jenkins stated that she and her principal should write Berry Dennis at the City of Orange regarding their concern.

III. Method of School Financing - George Simpson, Controller for the District, reported on school financing. He explained how Senate Bill 90 had been an attempt by the legislation to equalize school funds. George stated that with the passage of the tax override election it had given the district an additional $125 per student, but with the high inflation costs the district was still having financial difficulties. He reported that Senate Bill 220, which went into effect this summe was like a Band-Aid measure to help solve financial problems giving an extra $21 per Average daily attendance to help equalize the inflationary factor. George indicated that the district had promised that no instructional programs would be cut back if the tax election passed and this promise had been kept.

Someone asked why custodial hours had been cut back at the schools and George Simpson replied that the district is trying a pilot program that will save them $150,000 in custodial expenses. Jean Nelson asked why El Rancho did not seem to have enough textbooks. Jim Jenkins indicated that if a class requires a textbook for each child then there should be enough, however, many teachers are using other sources for instructional use and textbooks may not be assigned to each student. He asked the council to let him know if they knew of a definite shortage of textbooks at their school.

The replacement of equipment at older schools was discussed and George Simpson indicated the district is aware and working on this problem.

V. Proposed Graduation Requirements - Don Buck, Principal Yorba Junior High School, went over the present and proposed graduation requirements. He indicated that each high school had their own study group, consisting of administrators, students, parents and teachers, to work on graduation requirements. Don stated that presently the district requires 200 semester credits to be completed in grades 9, 10, 11 and 12 and the proposed requirements would be 210 semester credits. He distributed copies of the present and proposed graduation requirements. There was considerable discussion on the subject of math. Many of the council members felt that more math should be required or at least more than one proficiency test be given during students high school years. It was also suggested that math be used in other classes to help keep it a familiar subject.

VI. Election of a Chairperson - The council unanimously agreed to have Jim Jenkins chair their meetings for the year.

VII. Housing - Jim Jenkins reported that 150 new homes will be built in the Fletcher attendance area, and this will cause a serious housing problem for that school. He stated that the district will possibly have to make some boundary changes. Also, the district must decide very soon if Imperial Elementary School will be a traditional or year-round school. There was considerable discussion on the year-round program and the need for the people in the canyon to be better imformed. Jim stated that he would be happy to discuss this subject at any of the parent meetings.

The meeting was adjourned at 10:00 p.m.

James M. Jenkins

James M. Jenkins

PLEASE NOTE...THE NEXT CANYON COMMUNITY ADVISORY COUNCIL MEETING WILL BE HELD AT CANYON HIGH SCHOOL IN THE LIBRARY ON NOVEMBER 17, 1976.

JMJ:nr

ORANGE UNIFIED SCHOOL DISTRICT

CANYON COMMUNITY ADVISORY COUNCIL

Canyon High School

November 17, 1975

MINUTES

The meeting was called to order by Dr. Jim Jenkins, Area Assistant Superintendent, at 7:40 p.m.

Members Present:	Bellino, Brian, Hood, Koegeboehn, LeFever, Nelson, Ozaki, Rosenberg, Skinner, Sullock, Tardic & Way
Members Absent:	Goll, Murphy, Newberry, & Whidbee
Guests:	Kirwan & Smith

I. School Boundaries - Jim Jenkins introduced Owen Smith, Principal of Fletcher School. Jim stated that due to a new tract of homes in the Fletcher attendance area, that the school has reached its capacity enrollment and anticipate an additional 100 students this year. He stated the alternatives that the district has: Bringing in portables which cost $15,000 each, going on double session, year-round school or changing the attendance boundaries. Jim divided the council into groups of threes and gave them a boundary map of Fletcher School and the three surrounding elementary schools, California, Heim and Olive. He asked each group to determine how they felt the best way would be for the district to solve the enrollment problem at Fletcher. All four groups came up with a similar solution and that was to change the boundary lines so that the new tract of homes would be in Heim's attendance area since they have the most available space. One group suggested year-round school as an alternative.

II. P.E./Smoking Bills - Graduation Requirements - Jim Jenkins indicated that Gale Pattison, Deputy Superintendent of Instruction, wanted to know the feelings of the Canyon Community Advisory Council on the P.E./Smoking Bills and Graduation Requirements so that he could include their remarks in his report to the Board of Education on November 20.

Jim briefly explained that state legislation has passed a law allowing school districts to permit a smoking area at their high schools, if they so desire, and the OUSD Board of Education must make a decision on this law in the near future. There was considerable discussion on this topic before the council voted. Ten council members were against a smoking area at the high schools and three were in favor of one.

There was discussion on the P.E. Bill which would allow physical education to become an elective at the 11th and 12th grades. The council was concerned whether or not the physical education program would be upgraded if it were to become an elective. Mr. Kirwan, Principal of Canyon High, indicated that if the classes were smaller they would be able to have a better program. Jim stated that the high school ratio is 26 students to one teacher, but there are many specialty classes which have small enrollments thus causing required classes to become larger. An election was held and the council voted 12 in favor of P.E. becoming an elective at the 11th and 12th grade level and one against it.

Jim Jenkins indicated that at the last council meeting the proposed graduation requirements had been discussed. He distributed a copy of Plan B Proposed Graduation Requirements which would be presented to the Board of Education for a first reading on November 20. The council reviewed Plan B and there was considerable discussion on social studies being reduced from 30 to 25 credits. The council expressed concern about the deletion of Comparative Political Systems at the 12th grade with American Democracy being the only social studies course available to 12th graders. They felt there should be a larger selection of classes for seniors to choose from. Jim also indicated that students would not be restricted to the number of credits allowable for ROP classes (Regional Occupational Program).

An election was held and 12 council members were in favor of accepting Plan B with 25 credits being required for social studies; however, they would like to see some flexibility within the 25 credits, and one council member was against reducing the social studies requirements to 25 credits.

III. Corporal Punishment - Jim reported on a new legislative bill that has been passed which states that before a youngster can be paddled the school must have written consent from the parent. He asked the council how they felt about corporal punishment. There was considerable discussion and some of the council members were not in favor of corporal punishment, others indicated that they would be willing for their child to receive a paddling but would want to give their permission at the time the incident occurred rather than at the beginning of the school year. Owen Smith, Principal of Fletcher Elementary, stated that he has always obtained permission from the parent before paddling a student, however, he felt that often there were other more effective ways to discipline a child.

IV. Math Concept - This item was held over until the next meeting.

V. Year-Round School - Jim indicated that Walt Kallenberger, Principal of Crescent School, had sent out a survey to parents in Cycle A and C on the year-round program. Cycle A represents all the walk-in students and Cycle C covers the area between Canyon High and El Rancho. One question asked on the survey was, if there weren't a need for year-round school to house the students in the Canyon would you want Crescent to continue on a year-round schedule or go back to a traditional schedule. Cycle A - 74% in favor of remaining on year-round and Cycle C - 66% in favor of remaining on year-round. At this time 80% of the surveys have been returned out of a possible 100%.

Another question asked on the survey, if El Rancho were to go on a year-round program and Vista on a traditional to which junior high would you send your child? Cycle A - 41 El Rancho - 36 Vista --- Cycle C - 70 El Rancho - 23 Vista.

Jim stated that the district is considering having an open enrollment in the Canyon area which would allow parents a choice of sending their children to a traditonal or year-round school for K-6 and junior high. He indicated that the Transportation Department is studying this situation now to see if busses would be available.

VI. Crosswalk - Jim reported that the district had received a letter from the City of Anaheim indicating that a crosswalk would be installed at Santa Ana Canyon Road and Mohler Drive within the next three weeks.

Harvey Brian indicated that he had heard several complaints about the way papers were being graded at El Rancho. It seems they have been graded incorrectly and by the students rather than the teacher. Jim stated that he would check on this item.

The meeting was adjourned at 9:45 p.m.

James M. Jenkins

James M. Jenkins

PLEASE NOTE... THE NEXT MEETING WILL BE ON MONDAY, DECEMBER 15 AT CRESCENT ELEMENTARY SCHOOL IN THE LIBRARY.

JMJ:nr

ORANGE UNIFIED SCHOOL DISTRICT

CANYON COMMUNITY ADVISORY COUNCIL

Crescent Elementary School

December 15, 1976

MINUTES

The meeting was called to order by Dr. James Jenkins, Area Assistant Superintendent, at 7:40 p.m.

Present were: Brian, Hood, Koegeboehn, Newberry, Ozaki & Sullock

Absent were: Bellino, Goll, LeFever, Murphy, Nelson, Rosenberg, Skinner, Tardie, Way & Whidbee

Guests were: Bakenhus, Kallenberger & Stiff

Jim Jenkins introduced Mrs. Harriett Bakenhus, Principal of Imperial Elementary School, which is scheduled to open in September 1976.

I. Senate Bill 160 - Mr. Duane Stiff, Assistant Superintendent/Personnel Services, reported on the new collective bargaining bill (SB 160). He indicated that since 1965, when the Winton Act became effective, school districts have been setting down with employees to meet and confer on wages, hours, fringe benefits, selection of textbooks and curriculum development. Last September, Governor Brown signed Senate Bill 160 (also known as the Rodda Act), and the district will not be required to meet and negotiate with employees on wages, hours of employment and other terms and conditions of employment, which mean health and welfare benefits, leave and transfer policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, organizational security, and procedures for processing grievances with an exclusive bargaining agent. This bill becomes effective January 1, 1976, only insofar as the establishment of the Educational Employment Relations Board is concerned. The bill becomes effective April 1, 1976, for the purposes of determining what is an appropriate unit of elections for exclusive representative organization. All classroom teachers will be in the same unit. Classified personnel, bus drivers, maintenance, food services, secretaries, etc. could possibly each have their own unit. The Winton Act will be repealed as of July 1, 1976, and procedures for employer-employee relations set forth in this bill become fully operative July 1, 1976. There was considerable discussion on this item and also on the tenure policy. Duane advised the council members to write their assemblyman regarding tenure policy concerns.

II. Math Proficiency Test - At the request of the council, members were given the Basic Mathematics Test which is given to all 9th grade students.

III. Update on Housing - Jim Jenkins stated that data has been collected from the people in the Nohl Canyon and Crescent areas for both elementary and junior high. On January 8 a recommendation will be taken to the Board. After that date the recommendation will be taken back to the community for their input and hopefully on February 5 the Board will take action.

Jim indicated that Fletcher will receive an additional 80-100 students from the Summerhill homes and the Cottonwood tract will generate approximately 90 children It appears the best solution is to have the students from the Cottonwood tract attend Heim and the 18 students from the trailer park go to California with Fletcher taking the kids from the Summerhill homes.

IV. December 4th Board Meeting - Jim Jenkins reported that on December 4 the Board unanimously voted that there would be no official smoking area at the high school Also, the administration was urged to work closely with schools to curtail smokin

The Board approved physical education as an elective for second semester seniors this year and the graduation requirements will reflect a 20 semester period physi education requirement effective for the 1976-77 school year. Ten of the units must be taken in the 10th grade and the additional 10 semester periods are to be taken at any time during the 11th and 12th grades.

The Proposed Graduation Requirements Plan B was adopted by a 4-3 vote. This pla states that satisfactory completion of 210 semester periods of credit in grades 9, 10, 11 and 12 must be received to graduate. A total of 25 semester credits a required in social studies, 10 credits in Modern World History grade 10; 10 cred in American History grade 11; and 5 credits in American Democracy or Comparative Political Systems grade 12.

V. Special Concerns at Individual Schools - The council was asked to state any spec concerns they had for their school. Mitzy Ozaki indicated that she would like t discuss skate boards at school and how would a college bound student attending a year-round high school be able to take electives such as auto shop during inter-session.

VI. Year-Round School - Mr. Walt Kallenberger, Principal of Crescent, reported that 80% of the year-round school survey reports have been returned and the program appears to be well accepted.

72% of parents were positive about year-round
19% of parents were undecided
9% of parents were negative

Walt indicated that in the spring they would be able to compare test results wit last year, though surveys indicate that test scores do not normally increase th first year in the year-round program.

The meeting was adjourned at 9:20 p.m.

DR. JENKINS & STAFF WISH YOU AND YOUR FAMILY A HAPPY HOLIDAY SEASON!

James M. Jen
James M. Jenkins

NEXT MEETING WILL BE ON JANUARY 26 AT NOHL CANYON ELEMENTARY SCHOOL.

JMJ:nr

ORANGE UNIFIED SCHOOL DISTRICT

ORANGE COMMUNITY ADVISORY COUNCIL

Cambridge Elementary School

October 28, 1975

MINUTES

The meeting was called to order by Jack Fox, Principal of Orange High School, at 7:35 p.m. Mr. Fox chaired the meeting in the absence of Jim Jenkins, Area Assistant Superintendent.

Present were: Berlant, Bjerum, Butler, Chester, Deem, Ferguson, Hooper, Longacre, Manning, Marley, Miles, Naill, Shores, Snider & Stallard

Guests were: Carlson, Fritts, Gunter & Stiff

I. Method of School Financing - Mr. Duane Stiff, Assistant Superintendent, Personnel, explained Senate Bill 90 which came into effect a couple of years ago. He indicated that this bill was to help the poorer districts catch up with the more affluent ones. Duane stated that this bill put a lid on the amount of money a school district could spend in a year, per child. Also, this bill brought some new money into O.U.S.D. for a very short period of time.. Senate Bill 220 went into effect this summer in an attempt to rectify the gaps of S.B. 90. Duane reported that the district receives $1138.33 per child a year. They receive this money even when a child has an excused absence but does not if the absence is unexcused (student suspended or truant). Duane stated that summer school is not a money making operation for the district, but they encourage summer school because it enhances the education of students. He also indicated that year-round school only saves money in building costs.

II. Senate Bill 160 - Duane Stiff reported on the new collective bargaining bill (S.B. 160). He indicated that since 1965 when the Winton Act became effective, school districts have been setting down with employees and meeting and conferring on wages, hours, fringe benefits, selection of textbooks and curriculum development. Last September, Governor Brown signed S.B. 160 and we are now required to meet and negotiate on all matters relating to wages, hours of employment, fringe benefits, etc. with an exclusive bargaining agent. This bill becomes effective January 1, 1976 only insofar as the establishment of the Educational Employment Relations Board is concerned. It becomes effective April 1, 1976 for the purposes of determining what is an appropriate unit and elections for exclusive representative organizations. The Winton Act is repealed as of July 1, 1976 and procedures for employer-employee relations set forth in this bill become fully operative July 1, 1979

II. Proposed Graduation Requirements - Glenn Carlson, Math Coordinator, indicated that he represented a committee that has been working on graduation requirements for over a year. He stated that a committee was formed from each of the five high schools involving, students, parents, teachers and administrators, to work on proposed graduation requirements. He distributed material on both the present and proposed graduation requirements. Glenn indicated that the committee has proposed that the district approve 210 semester credits for graduation from the present 200 semester credits.

There was considerable discussion on this item and also the P.E. permissive law which would allow a student to opt not to take physical education during his junior and senior year. A decision must be made by the Board on this law before January 1, 1976.

IV. Election of a Chairperson - An election was held and the council elected George Snider as their Chairperson and Nick Deem as the Co-Chairperson.

V. Discussion - There was considerable discussion on the smoking bill and Brian Hooper stated that if the district decides not to allow a smoking area on campus that they enforce existing rules against smoking.

Motion - It was moved, seconded and carried that the Orange Community Advisory Counc recommend to the Board of Education that they are opposed to a smoking area being designated on the high school campuses.

George Snider indicated that he would be calling all members in about two weeks for any agenda items for the November meeting. His telephone number is 538-8069 and he asked the council to feel free to call him or drop by his home at 1501 East Maple. The following agenda items were suggested by the council:

P.E. Law
Summer School Program - 4-5-6 grades
Discipline
Theft
Housing at West Orange Elementary

The meeting was adjourned at 9:50 p.m.

Jack Fox

NOTE...THE NEXT ORANGE COMMUNITY ADVISORY COUNCIL MEETING WILL BE HELD AT PORTOLA JUNIOR HIGH SCHOOL IN THE LIBRARY ON NOVEMBER 18, 1975.

APPENDIX PP

ORANGE UNIFIED SCHOOL DISTRICT

COMMUNITY ADVISORY COUNCIL

Orange High Attendance Area

December 16, 1975

MINUTES

The meeting was called to order by Mr. Neil Smith, Principal of Richland Continuation School, at 7:40 p.m.

Present were - Berlant, Bjerum, Chester, Ferguson, Fix, Hooper, Longacre, Naill,
Richell, Shores, Stallard, Vega

Absent were: Butler, Clayton, Deem, Manning, Miles, Ricklefs, Snider & York

Guests were: Fox, Gillette & Smith

Mr. Neil Smith conducted a tour through Richland Continuation School and indicated that every school district in California must have a continuation school for senior high students who find that the regular comprehensive high school does not meet their needs.

Mr. Smith stated that Richland, with an enrollment of 275, has the following programs:

1. Child Development Center for infants to five years. This program is state funded, not supported by the district. It is open from 7:00 a.m. to 6:00 p.m. and parents must be on welfare or a potential welfare participant. Also babies of the girls in the Expectant Mothers Program are cared for in the center.

2. Opportunity Program is for junior high students who have had discipline problems. Hopefully before they come to Richland they have had an adjustment transfer to another junior high. This program is a self-contained situation.

3. Senior high continuation school for grades 10-11-12.

4. Expectant Mothers Program is for all pregnant girls regardless or age or grade.

5. R.O.P. Truck Driving Class

6. Adult Ed - Mentally Retarded Adults: Most of the students in this class are former Canyon Hills TMR students. The purpose of this class is to continue to teach these people skills they can use to become more self sufficient.

I. School Boundaries - This item was held over till a later date.

II. December 4th Board Meeting - Jim Jenkins reported that on December 4 the Board unanimously voted that there would be no official smoking area at the high schools Also, the administration was urged to work closely with schools to curtail smoking Mr. Fox, Principal of Orange High, explained how Orange High is trying to clean up the girls restrooms. A group of girls, all smokers, which started with eight and has grown to sixty check the bathrooms during the day to make sure they are clean and neat. Jim Jenkins indicated that Canyon High has a group of students that go to elementary school and discuss with students the ill effects of smoking. Hopefully, involving students in these ways will help change attitudes and be a way of curtailing smoking.

The Board approved physical education as an elective for second semester seniors this year and the graduation requirements will reflect a 20 semester period physical education requirement effective for the 1976-77 school year. Ten of the units must be taken in the 10th grade and the additional 10 semester periods are to be taken at any time during the 11th and 12th grades.

The Proposed Graduation Requirements Plan B was adopted by a 4-3 vote. This plan states that satisfactory completion of 210 semester periods of credit in grades 9, 10, 11 and 12 must be received to graduate. A total of 25 semester credits are required in social studies, 10 credits in Modern World History grade 10; 10 credits in American History grade 11; and 5 credits in American Democracy or Comparative Political Systems grade 12.

III. Vandalism - Theft - The Orange Unified School District Analysis of the 1974-75 Annual Vandalism Report was distributed along with two informational items on vandalism. The council discussed different ways to help eliminate the increased vandalism in our district. It was suggested that so much money be allotted to each school for repair and replacement of vandalism and whatever money was left in this account at the end of the year would be used to purchase something for that school. The council discussed the idea of installing a burglar alarm at every school but decided the cost was too great. Other alternatives suggested were having someone live on campus or else installing high fences with barbed wire. Jim Jenkins stated that statistics show that vandalism is higher when school is in session.

IV. Summer School - Grades 4-5-6 - Jim Jenkins indicated that in January, Ken Sheets, Summer School Coordinator, would attend the meeting to answer questions and explain the summer school program. He asked the council to voice any questions or concerns that they would like answered by Mr. Sheets.

1. Why must children attend 4 classes of summer school in grades 4-5-6 if there are only one or two speciality classes they are interested in?
2. Does the State say it is mandatory for a district to have summer school?
3. Why are 4-5-6 grades sent to a junior high school for summer school?

V. Special Concerns at Individual Schools - Jim Jenkins asked council members to state any special concerns they have for their school. Sheila Longacre indicated that the Yorba Executive Board had asked that it be brought to this council's attention their need for repair and replacement of many items around the school. She indicated that Yorba Junior High is the oldest junior high school in the district and many areas of the school are becoming deteriorated. Jim Jenkins stated that he was meeting the next day with Dr. Ingwerson, Mr. Platt, Business Manager and Mr. Simpson, Comptroller, to discuss making funds available for these needs.

The meeting was adjourned at 9:35 p.m.

DR. JENKINS & STAFF WISH YOU AND YOUR FAMILY A HAPPY HOLIDAY SEASON!

James M. Jenkins

APPENDIX QQ

BOARD MEETING NOTES

SEPTEMBER 18, 1975

Approved giving the Steering Committee-Citizens Committee for Better Schools direction for the 1975-76 school year, with the committee to review, study and make recommendations to the Board of Education on any one or all of the following subjects: vandalism in the OUSD; use of the OCTD/Dial-a-Ride and our present District's bus fleet to transport students; meaningful alternatives in the area of student discipline; and the effectiveness and types of communication between homes and schools.

Accepted with appreciation contributions from the David Bennett Memorial Fund to Portola JHS.

Received reports from area assistant superintendents on the opening of school and commended all employees for the team effort to provide such a smooth operation. Also received the following statistics:

ENROLLMENT

	Anticipated	Actual (9/18/75)	With Special Education
Elementary	14,426	14,655	14,918
Junior High School	7,464	7,550	7,634
Senior High School	7,265	7,304	7,353
Home Teaching		101	63
Special Schools			320
GRAND TOTAL	29,155	29,610	30,288

Also, as of Sept. 18, 68 new teachers had been hired--with 20 one-semester contracts issued.

Received report on favorable community response to the Senior Citizens Gold Card Club.

Named the new elementary school now being planned for the Anaheim Hills site #1, "Imperial Elementary School."

Approved a budget of $169,000 for the non-immigrant program. The District will be reimbursed this amount from the County to provide a program for the special needs of 365 non-immigrant or non-citizen children that have been identified in the District.

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Accepted the low bid of $6,850 from Bailey Construction Co., Inc. for a pre-engineered metal building to house the fire truck used by the fire science students.

Received a progress report on the Gifted Children and on the Early Childhood Education programs.

Received a report from the Cities-Schools Coordinating Committee meeting Wed., Sept. 17, 1975, requesting the City of Orange's attorney and the school District's Orange County Counsel to review date gathered on repairs of the OHS swimming pool.

Named Ken Sheets Summer School Coordinator.

IN OTHER ACTION:

Approved Consent Calendar Items
Approved Warrants and Purchase Orders
Approved routine classified and certificated personnel matters

ANNOUNCEMENTS:

Sept. 25, 1975	Work/Study Session - Special Board Meeting 7:30 p.m. Board Room, Education Center
Oct. 1, 1975	Steering Committee Meeting - Citizens Committee for Better Schools 7:30 p.m. Conference Room, Instructional Media Center, Ed. Ctr.
Oct. 2, 1975	Regular Board Meeting 7:30 p.m. Board Room, Education Center

APPENDIX RR

1776 1976

spotlight

SUPERINTENDENT'S
NEWSLETTER
PUBLISHED FOR
THE STAFF OF THE
ORANGE UNIFIED
SCHOOL DISTRICT

PROGRESS REPORT on Year Round School

Crescent Elementary School began a year-round educational program on Monday, July 7. We are operating on a 45-15 staggered schedule with three cycles in session and one on vacation at all times. Our facility, plus three portables, gives us a capacity for 700 students on a traditional schedule, but with the year-round operation, we are currently housing 850 students and expect to exceed 950 by February, 1976.

Those parents who found the year-round program a disrupting influence for their family were given the option of attending nearby schools on a traditional schedule. Of the approximately 850 elementary school students in the area only 15 of them opted to attend other schools.

Last year's Crescent staff also had the option of transferring to a traditional program and 100 percent of them chose to stay with the year-round concept.

Most of the students, staff and community are very positive about the continuous learning program at this time. The three-week vacation following nine weeks of school seems to be about right—long enough to get recharged and short enough to minimize boredom.

During the three-week intersession (vacation time), students may come back for two weeks of half-day bonus learning activities. During their first unit on "The Undersea World," approximately two-thirds of the students participated on an "optional" basis.

The future success of the year-round educational program at Crescent will be based on a dedicated staff inspired by an appreciative and enthusiastic community.

WALT KALLENBERGER

SUPERINTENDENT'S MESSAGE . . .

A SALUTE TO OUR DEDICATED STAFF

Someone once said, "A teacher affects eternity; he can never tell where his influence stops." More than 1400 certificated staff members are influencing young people every day in the Orange Unified School District and we have confidence that this influence has a positive and rewarding effect upon our students. More than 900 paraprofessionals, custodians, maintenance men, cafeteria workers, secretaries and many others make up the District's support staff. This team has a common goal—to provide the finest in quality education for each youngster.

I'm relinquishing the remainder of this column to Duane Stiff, Assistant Superintendent-Personnel, and Walt Kallenberger, principal of Crescent Elementary School, who have messages which should be of interest to you.

DONALD W. INGWERSON,
SUPERINTENDENT

With the unveiling of the Gallery of Presidents at the Education Center, the OUSD has launched a year-long Bicentennial celebration. Guided by Gene Beyer, principal of Peralta Junior High School and Chairman of the Bicentennial Commission for the City of Orange, as well as the School District, the year will be devoted to American history—past, present and future. Shown here, from left to right, are: Gene; Bert Skiles, Board president; Bob Elliott, Board member; Don Ingwerson, Superintendent; Eleanore Pleines, Joe Cherry, Gil Darwin, O. B. Johnson and Ruth Evans, Board members.

NEWS from the Instructional Division

According to Mary Ellen Blanton, Director, new faces in her division include: Donna Banning, DDC Art; Ramon Rodriguez, Foreign Language DDC; Jim McMillen, Secondary Reading/Language Arts; Lori Morgan, Elementary Language Arts; and Marni Frasure, Elementary Reading.

According to Vergil Hettick, Science and Health Coordinator, biology students at El Modena will get much needed feedback on their performance this year. Computer printouts will pinpoint the conceptual areas causing them difficulty. In addition, a system for ranking the questions will give least importance to new material just being introduced and the greatest weight to material that has already been on the test. The benefits of this program are the result of a special effort by the three biology teachers at El Modena—Gwen Chapman, Gail Muesse and Paul Collins.

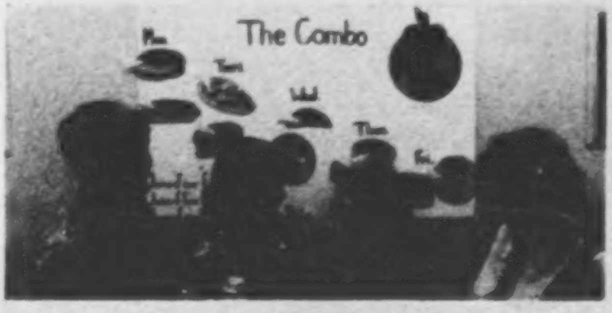
Under a special project this past summer, the three teachers utilized a computer program called Comprehensive Achievement Monitoring. CAM, developed by the Redwood City Science Department under a National Science Foundation Grant, provides teachers with increased information enabling them to know when a concept needs more emphasis; when students already know the material; whether each question is clearly worded; have instant access to data; and have long-range accumulation of information.

According to Donna Banning, Art DDC, The Great Art Feast was celebrated at OHS during the final days of the 1975 Spring Semester. The greatest moments were in completing projects in three areas: crafts; ceramics; and textiles with **eating** the final overall area! Instructor Michael Gunderson said that his students were introduced to several areas of art with a final goal in mind—a dinner! They created dishes to eat on, clothes to wear, and furniture to sit on for the final potluck "feast."

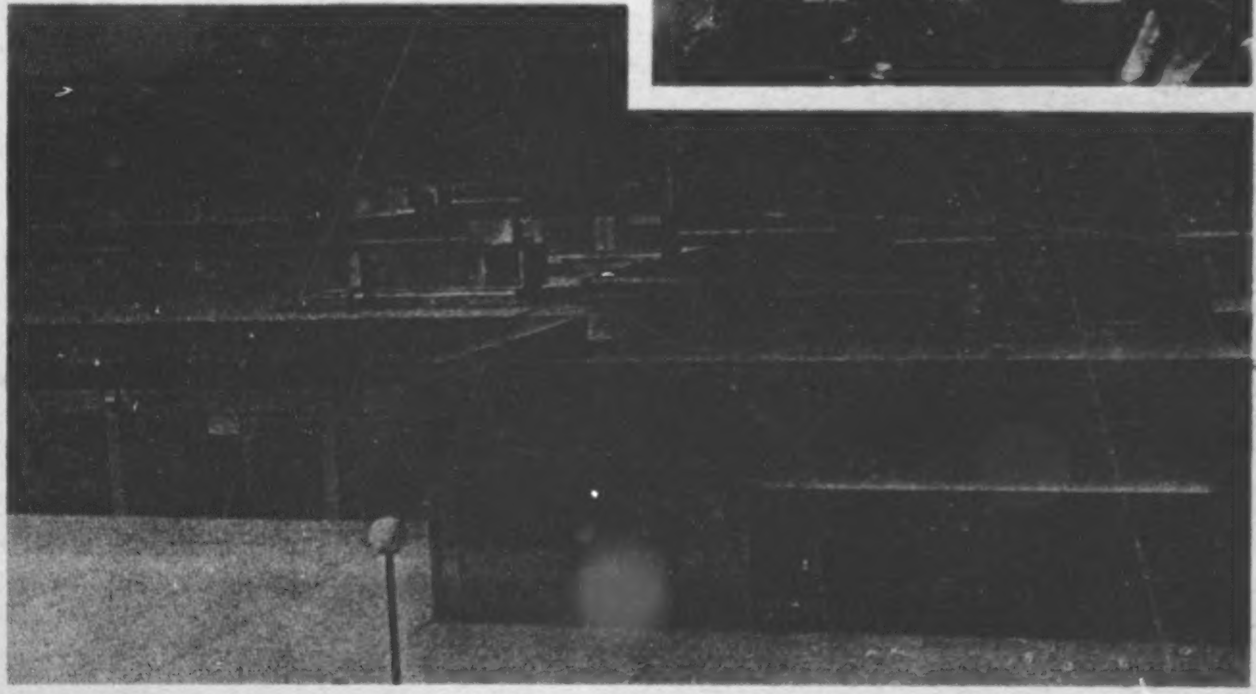
According to Glen Carlson, Math Coordinator, Bruce Campbell, VPHS math and Science teacher, plans to give two computer workshops at the California Math Council, Southern Section, Math Conference, Nov. 7-8, at the Anaheim Convention Center. More than three thousand teachers are expected to attend.

According to Ramon Rodriguez, Foreign Language DDC, Canyon, El Modena and Villa Park high schools are keeping up with the trends of modern education by offering individualized instruction of variable credits to their students in Spanish, German and French I and II. If this program is successful, it is hoped that other schools can be included next year.

Proving the popularity of the new Combo lunch program, nearly three times as many lunches are being served this year to secondary students. Villa Park HS students, Randy Shearer, Candy Arnold, and Ann Whitesell are shown here with Pat Clark, cafeteria manager, far right.



El Rancho Junior High School, the District's eighth junior high school, **opened its doors Sept. 10 to some 540 secondary students as well as 181 4th, 5th, and 6th graders.**



COLLECTIVE BARGAINING . . .

Since Governor Brown recently signed the Collective Bargaining Bill for Public School Employees (Senate Bill 160) some members of our staff have been asking questions like these . . .

WHAT IS THE SIGNIFICANCE OF THE BILL? It removes questions of what can and cannot be negotiated in employer/employee relations by outlining a precise process to follow which will result in a written contract that not only must be enforced by both parties but will be monitored by a state agency—the Educational Employment Relations Board.

WHAT CAN BE NEGOTIATED? The scope of negotiations under SB 160 is limited to wages, hours of employment, specified health and welfare benefits, leave and transfer policies, safety conditions of employment, class size, employee evaluation procedures, and grievance processing procedures. All other matters are reserved to the Board of Education and may or may not be a subject of meeting and negotiating.

HOW WILL SB 160 AFFECT ME? Generally speaking it affects all certificated and classified employees alike except those employees who, because of their job responsibilities, have management or confidential status. With this exception, all employees will be a member of a defined unit. The new law also states that all classroom teachers must be in the same bargaining unit. Classified and certificated employees must be in separate units.

HOW WILL THE BARGAINING UNITS BE DETERMINED? Any association or organization, claiming to represent a majority of employees, may petition the Board of Education by April 1, 1976 requesting that they be designated as the exclusive bargaining agent for that unit. The Board may then recognize the group or refer the matter to the Educational Employment Relations Board which has the power to call for an election of all employees within the unit.

WHAT ABOUT DUES OR SERVICE FEES? The only way nonmembers will be required to pay to recognized bargaining groups will be if the Board of Education negotiates the "agency shop" concept. If the Board does not accept the "agency shop," then nonmembers will NOT be required to pay dues or service fees.

MORE QUESTIONS? Unfortunately, we don't have enough space to give a detailed account of this new legislation, so please feel free to contact me for more information. Simply dial X144 or write your questions and I will give you a written response as quickly as possible.

DUANE STIFF
ASSISTANT SUPERINTENDENT-PERSONNEL

BICENTENNIAL NEWS

"Have Breakfast With the Pioneers." A pancake breakfast at Hart Park will highlight the departure of the California Bicentennial Wagon Train and its entourage in Orange on Nov. 8. Further details will be forthcoming.

Animation and Cartooning is a popular ROP course being taught at El Modena HS by Terry Donelson. The students learn all phases of the art including making their own films. At the end of the semester, awards will be presented for the best work.

DID YOU KNOW THAT

. . . more than 100 teachers gave up two of their vacation days this Fall for a Bicentennial Project? The project was a two-day curriculum workshop—one of two such workshops offered through Gary Wexler, District Coordinator of Social Studies.

Under the guidance of Mary Waters and Gertrude Bigelow, District media specialists, the teachers worked in groups creating 20 different Learning Centers on all grade levels which they could take back to their schools and students. It was happy confusion for a time as they spread their materials over every inch of available space in the Curriculum Lab, searched for support materials, enlisted Marion Walker's help on artistic design and waited in line to laminate their work. In the end, they had a finished product to take with them and, as a bonus, received a 185-page booklet of student activities developed by the group!

More than 200 senior citizens have applied for membership in the District's new Gold Card Club. Members of the TLC Club are shown here. Gold Card members may attend athletic contests, musical productions and dramatic events at our schools free of charge. To be eligible, persons must be 62 years of age and live within the boundaries of the District. All retirees of the District also may join. For applications or further information, please call 997-6141.

Several hundred employees attended the annual CSEA Back-to-School Breakfast at Villa Park High School in August. Merrill McCormick is shown here introducing the "cooks" for a job well done. Seated at the Head table are Harry Platt, Director of Support Services; George Simpson, Controller; Dr. Donald Ingwerson, Superintendent; Duane Stiff, Assistant Superintendent–Personnel; O. B. Johnson and Robert Elliott, School Board members; and Art Dank, Administrator of Classified Personnel.

The press was on hand at Crescent Elementary School when the year-round school program began in July. Walt Kallenberger, principal, far right, is shown here with reporters from the News-Times and Orange Daily News.

A TIP OF THE HAT TO OUR PAYROLL DEPARTMENT for spending those many "overtime" hours making sure we'd all have our pay increases this month. Thanks, Joan Cook, Jackie D'Urso, Naomi Raehrs, Joanne Koppes and Lorraine Devine!

Having helped firefighters save lives for the past 20 years, this pumper donated to the District from the City will now be used to train firefighters of the future in the ROP fire science program. F. Bert Skiles, School Board president, is shown here receiving the keys from Floyd Higgins, fire chief of the City of Orange.

HAVE YOU SEEN THE REMODELED BOARD ROOM AT THE EDUCATION CENTER? Stop by and see it sometime or, better yet, come to a Board Meeting. They're held the first and third Thursday nights of the month at 7:30 p.m. Our carpenters, Mike Quimby and Sal Ruiz, are shown here finishing the new Board table.

Sixth graders at Fletcher Elementary School participated in "Industries on Parade,"–a unit on Career Education. According to teachers, Judi Blake and Toni Ferrera, the students wrote letters to businesses of their choice asking for information, advertising materials, anything necessary for them to know so they could be "sales representatives" for the company. Then they set up displays and invited other students as well as parents and friends to view their "companies."

APPENDIX SS

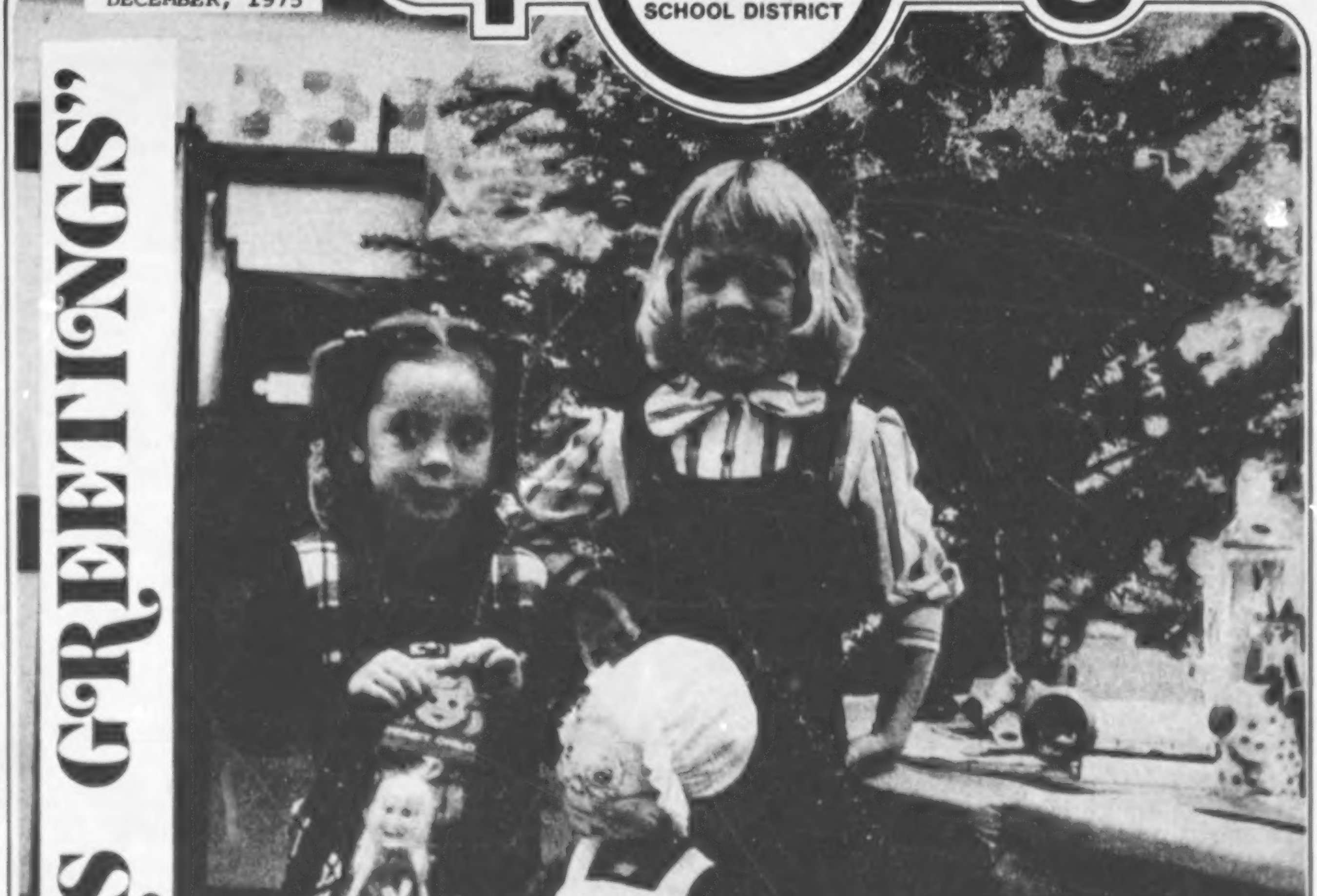
1776 1976

spotlight

SUPERINTENDENT'S
NEWSLETTER
PUBLISHED FOR
THE STAFF OF THE
ORANGE UNIFIED
SCHOOL DISTRICT

DECEMBER, 1975

"SEASON'S GREETINGS"



SUPERINTENDENT'S MESSAGE . . .

The past week a distant Aunt sent our family a small gift that was far beyond her means. This act of giving brought the spirit of Christmas home to our family. It doesn't appear to matter what we give as long as we give of ourselves. This is important.

During this holiday season, I wish you all a very Merry Christmas Season and a Happy New Year!

May each of you find joy and peace in sharing with those who need you.

DONALD W. INGWERSON,
SUPERINTENDENT

CONGRATULATIONS

RHODA FICKLE, Taft Elementary School ELP teacher, for being commended by the OC Council for Gifted Education for outstanding contributions to gifted education. RHODA was selected on the basis of nine years of exemplary teaching in a special day-class program, for sharing of her expertise with many visitors to the program, for presenting workshops at both state and county conferences and for being an active and involved advocate for gifted children, according to Maxine Schenck.

TED "MOON" MULLINS, your assistants and all those wonderful winning members of the Villa Park High School football team. We'll be rooting for you to take the championship! Also BOB LESTER, his assistants and their great El Modena football team.

GRETA WEATHERILL, Dance Coordinator for the Artists-In-Schools/Dance Component and Project Dance, for being chosen as the Alumna of the Year by Chapman College. GRETA has been teaching dance for 19 years in Southern California secondary schools and for the past eight years at Orange HS. This past year as consultant for the OC Board of Education, she planned and directed four countywide children's dance and movement workshops.

PAT BUFFALO, Richland HS English teacher, and her journalism class for those great issues of "Richland Raps." They're terrific! Keep up the good work.

LIZ NITTA, Cerro Villa JHS English teacher, for encouraging her journalism students to send their press releases to the news media. In just one issue of the recent Orange News Times, over 35 column inches were written by her students.

And many, many more of you that space won't permit us to report. We'll have others next month if you'll keep the Information Office informed.

Warning

During summer school we offered a program of rocketry where student-built rocket models were fired under closely-controlled conditions.

We understand some rockets are still being fired on school grounds without supervision or control. District regulations presently prohibit model airplanes, horses, motor bikes, mini-cars, etc., on school grounds due to noise and hazardous conditions.

Please warn your students so we can forestall an injury or other problem from unauthorized rockets.

A Good Idea

SUSAN GIBBS' Library Club at Vista del Rio constructed and wrote children's story books for Mary Lambert's second grade class at Crescent ES. They started the project in October and this month delivered and read the completed stories to the younger children. Those involved were Heather Kline, Robert Abbott, Richard Jeske, Tim Martin, Pam Yates, Darlene Matzenger, George Matzenger and Anne Schluter.

Hoop Shoot

The Elks National "Hoop Shoot" basketball contest for boys and girls is now being held in our elementary and junior high schools, according to MEL GRABLE, Physical Education Coordinator. Winners will go on to district, state, regional and national competition.

Inservice

The Reading/Language Arts Department has been cosponsoring, with Santa Ana Unified, a series of Literacy Skills Inservices which include reading, speech and composition. The focus for October and November was on oral language with both teachers and guest speakers making presentations. They included: Maryina Herde, El Modena; JoAnne Keller and Jayne Froelich, Orange; Jackie Sagouspe, Canyon; Marilyn Miner, Santiago; Dr. Jo Stanchfield, Occidental College, and Dr. Walter Loban, U.C. at Berkley.

APPENDIX TT

ORANGE UNIFIED SCHOOL DISTRICT
370 North Glassell
Orange, California

December 10, 1975

To Parents in the Santa Ana Canyon Area:

A great deal is being said about education in the news media. I would like to help clarify where your school district stands in regard to specific issues.

The primary concern of all of us is what our children are learning in the classroom. Results of the State-Mandated Testing Program were recently reported in the newspapers. Students in the Orange Unified School District did well. However, while our students continued to score above state and county averages, we didn't gain any ground in comparison with other districts. (Please check the achievement charts on the reverse side.)

Vandalism is continuing to be a concern to the District. In 1973-74, our vandalism was about $48,000. In 1974-75, the cost of vandalism reached $80,000. Vandalism can be stopped, but it takes serious effort on the part of each school community, with a no nonsense attitude visibly displayed by all. Our Citizens' Committee for Better Schools is working on this problem, district-wide. Why don't you talk to your principal about what you can do?

A Master Plan projecting our student enrollment for the next three years has just been completed. Based on expected new construction presently recorded in the cities of Anaheim, Villa Park and Orange, we must consider the following enrollment figures:

School Year	Projections	District Capacity
1976-77	31,260	30,916
1977-78	32,127	31,516
1978-79	32,146	31,516

Student housing for the 1976-77 year is being planned at this time, and all school principals who anticipate a shortage of classrooms are discussing the options available with their parents and staff. A housing plan (which will include year-round school programs as one solution) will be presented to the School Board on January 8th. After the plan is fully discussed with everyone involved, the Board will take action on February 5th.

The Canyon High School swimming pool is being planned at this time. It is the intent of the District and the City of Anaheim to jointly fund the pool. If all goes well, it could be started this spring. Construction time is estimated at about three months.

The Imperial Elementary School grading contract was awarded December 4th. The new principal, Mrs. Harriet Bakenhus, has been appointed and is beginning to develop the plans for the school. Until February 2, 1976, she may be reached at Taft Elementary School (997-6254) where she is Assistant Principal. We anticipate that the new school will be completed by September, 1976.

Dr. James Jenkins, Area Assistant Superintendent, will move into the Lusk Sales Office at the corner of Villa Real and Nohl Ranch Road, on January 6, 1976. His phone number will be 997-6325. We hope that this office will facilitate communications with all Canyon residents help clarify where your school district stands in regard to specific issues.

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Student safety is a great concern to all of us. Would you please work closely with your school on this item? Enforcement of good safety habits is a must. Please be sure that your school staff is teaching safety in the classroom and that the students who violate safety rules are not allowed to go unnoticed. We don't want a single tragedy!

Sincerely,

Donald W. Ingwerson
Superintendent

APPENDIX UU

YOUR GUIDE TO SCHOOL BOARD MEETINGS

We welcome your visit and appreciate your interest in our schools. All meetings of the School Board are open forums conducted for the benefit of the citizens of the OUSD. They are held regularly at the Education Center, 370 N. Glassell St., Orange, on the first and third Thursday of the month at 7:30 p.m. Work Study Sessions are usually held on the fourth Thursday of the month at 7:30 p.m. in the Education Center.

The Board of Education represents the people of the Orange Unified School District as the elected body created to determine, establish and uphold the educational policies of the District. In this capacity they function under the laws of the State of California but are free to plan for an educational program tailored to both the needs and resources of the community they serve.

The following information is provided to help you understand our Board proceedings and inform you on how to participate in them.

YOUR SCHOOL GOVERNMENT

The Orange Unified School District, formed in 1953, covers an area of 108 square miles and serves students from the cities of Orange, Villa Park, portions of Anaheim, Garden Grove and Santa Ana and some county territory.

The Board of Education consists of seven members elected to four-year terms. Since elections are held every two years in odd-numbered years, these terms overlap so that no more than four seats are open at one time. Each member must reside within a geographical area but is elected by a vote of the entire District and is responsible for the educational program of the total District.

The Board functions as a body in regularly-scheduled public meetings. The Board President, elected each year by his fellow members, is in charge of the meetings which follow a standard published agenda, available to all guests who attend.

Board members spend many hours studying materials and reports prior to taking action at Board meetings.

During the meetings, the Board transacts regular business falling within its area of responsibility: formulating operational policies for the District; directing the development of curriculum; securing funds for maintenance, operational and building needs; authorizing budgetary expenditures; and approving personnel appointments and changes.

The responsibility for implementing policies established by the Board of Education is delegated to the Superintendent, who is chief administrator and executive secretary to the Board. The Superintendent sits with the Board at all of their meetings as well as staff members who are present to report on agenda items related to their specific responsibilities.

ADDRESSING THE BOARD

Citizens are welcome to place items on the agenda provided certain procedures are followed in arranging for and making presentations.

Those wishing to address the Board must present a written request to the Superintendent before noon on the Thursday preceding a Board meeting. The request must include general information on the subject to be discussed and any action to be requested, the names of those who wish to speak, and the organization or group which they represent.

Your School Board

President F. Bert Skiles has served on the School Board since 1958 and has been the presiding officer for 16 years. Born and raised in Orange, he is an officer and manager of a local bank. He also is active in church and community affairs. Bert and his wife, Eva, have three grown children—all educated in Orange Schools.

Clerk L. Gilbert Darwin, an owner of a business in Orange, was first elected to the School Board in 1962. Active in many community organizations, including the Masonic Lodge, Gil and his wife, Idahlia, have resided in Orange for 29 years. They have six children—three now attend and three have graduated from Orange schools.

Joe Cherry was born in Texas but has lived in Silverado for the past 28 years. He was elected to the School Board in 1973. He is involved in the Silverado Community, serving as director of the Parks and Recreation District, and a member of the volunteer fire department. A construction supervisor, Joe and his wife, Bettianne, have two children who are attending Orange schools.

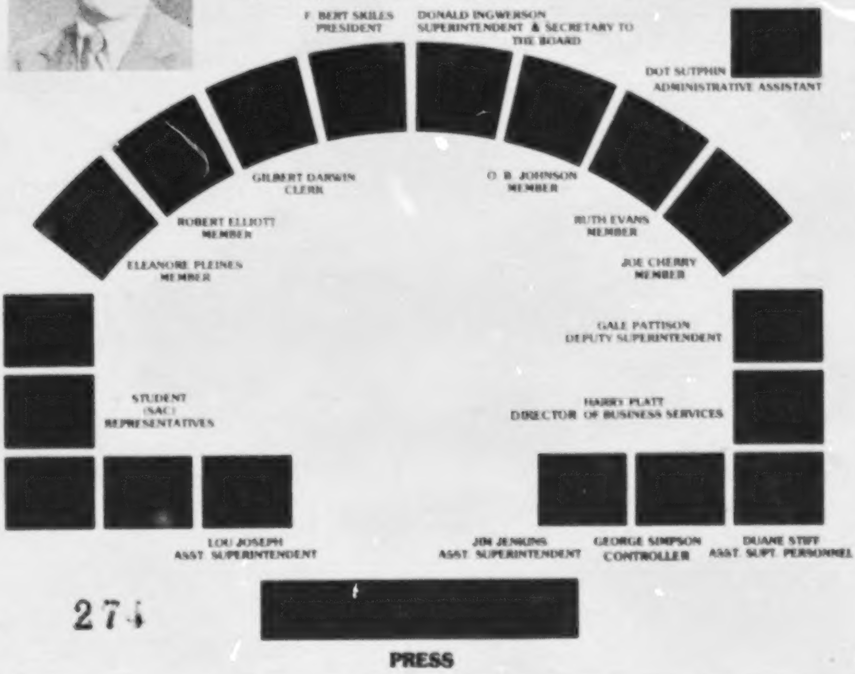
Robert Elliott, an educator, has served on the school Board for 10 years. He has been active in community affairs since 1950 when he moved to Orange. Bob and his wife, Pat, have three grown daughters who attended Orange schools.

Ruth Evans, homemaker, was first elected to the School Board in 1969. Active in church and community organizations, she has been a resident of Orange for 19 years. She received her Bachelors degree from Brigham Young University and has taught school in several states and Mexico. She speaks Spanish fluently. Ruth and her husband, John, have five children—two of whom are still attending Orange schools.

O. B. Johnson, business executive, is the newest member of the Board, appointed to the position in July, 1975. A former teacher, he received his Bachelors in Education from California State University, Fresno. Since moving to the Canyon area, O. B. and his wife, Barbara, have been involved in school affairs. They have two children who attend Orange schools.

Eleanore Pleines, editor of a column in an Orange County magazine, has served on the Board since 1968. She has been concerned with community affairs since moving to Orange 16 years ago. Eleanore and her husband, Gene, have two children, one who recently graduated from and one now attending Orange schools.

Superintendent Donald W. Ingwerson, Ed.D., has been with the District since August, 1972. Beginning his career in education as a teacher in 1956, he has worked as an administrator in two Southern California school systems as well as Jefferson County, Colorado. He received his BA and MS degrees from Kansas State Teachers College and his doctorate in education from the University of Wyoming. He and his wife, Lona, have three children.


F. BERT SKILES
PRESIDENT
DONALD INGWERSON
SUPERINTENDENT & SECRETARY TO THE BOARD
DOT SUTPHIN
ADMINISTRATIVE ASSISTANT
GILBERT DARWIN
CLERK
O. B. JOHNSON
MEMBER
ROBERT ELLIOTT
MEMBER
RUTH EVANS
MEMBER
ELEANORE PLEINES
MEMBER
JOE CHERRY
MEMBER
GALE PATTISON
DEPUTY SUPERINTENDENT
STUDENT
(SAC)
REPRESENTATIVES
HARRY PLATT
DIRECTOR OF BUSINESS SERVICES
LOU JOSEPH
ASST. SUPERINTENDENT
JIM JENKINS
ASST. SUPERINTENDENT
GEORGE SIMPSON
CONTROLLER
DUANE STIFF
ASST. SUPT. PERSONNEL
PRESS

Items of an emergency nature may be submitted in writing to the Superintendent after the Thursday deadline and if favorably approved by a unanimous vote of the Board, the item may be considered at the current meeting at the time the President calls for adoption of the agenda.

The president at his discretion also may recognize persons present at the meeting desiring to make brief remarks relative to the Board discussion.

DISCUSSION

In order to address the Board, rise at your seat and wait for recognition by the President. When you have the floor, identify yourself by name and address, and state your view on the matter. Speakers are expected to be courteous and to avoid any remarks which reflect adversely on the character or motives of any person or on his race, religion, or political or economic views.

COMPLAINTS

No one will be permitted to present orally or to discuss at any meeting of the Board any charges against individuals connected with the District until a proper hearing can be arranged. Any person wishing to file a complaint must file a written statement, using the "Notice of Official Complaint," with the Superintendent for Board review.

The statement must include the charge or complaint and source of information. The Board, at the time of the adoption of the Agenda, will determine if the complaint will be heard in open or executive session.

EXECUTIVE SESSION

While School Board meetings must be open to the public, California law provides for executive sessions which are closed to the public when the Board is considering expulsion, suspension or disciplinary action in connection with any pupil; the appointment, employment or dismissal of a public officer or employee; or when the Board is hearing complaints or charges brought against a public officer or employee. The individual may, however, request a public hearing. In addition, the Board may hold an executive session to discuss certain aspects of negotiations with employees.

THE AD HOC COMMITTEE
ON THE PREVENTION AND MANAGEMENT OF CONFLICT AND CRIME IN THE SCHOOLS

*BRENT ABEL, Esq., President, State Bar of California
ALLEN F. BREED, Director, California Youth Authority
HONORABLE JOSEPH BUSCH, District Attorney, County of Los Angeles
NATHANIEL COLLEY, Esq., Regional Counsel, National Association for the Advancement of Colored People
R. FRED FERGUSON, Chief, Riverside Police Department
DR. EDWARD B. FORT, former superintendent of the Sacramento Unified School District
JAMES GEARY, Sheriff, County of Santa Clara
MARGARET GRIER, Chief Probation Officer, Orange County Probation Department
SETH HUFSTEDLER, former president of the State Bar of California
*MANUEL JIMINEZ, President, Association of Mexican-American Educators
RON JOHNSON, President, Association of California School Administrators
DR. WILLIAM JOHNSTON, Superintendent, Los Angeles Unified School District
DR. OWEN KNOX, Deputy Area Administrator, Los Angeles Unified School District, Area K; President, Council of Black Administrators
DR. GUILLERMO LOPEZ, Superintendent, Washington Unified School District
HONORABLE NORMAN MINETA, former mayor of the City of San Jose
ROBERT NICCO, Public Defender, City & County of San Francisco
ANTHONY L. PALUMBO, Executive Director, Office of Criminal Justice Planning
MRS. ESTELLE PATCH, Vice President, National PTA
HONORABLE JOHN J. PURCHIO, Judge of the Juvenile Court, Alameda County
REVEREND GEORGE SMITH, Member, Board of Education, San Diego Unified School District
BRYAN STEVENS, President, California Teachers Association
MRS. RUTH SWENSON, President, California State PTA
ODELL SYLVESTER, Deputy Chief, Oakland Police Department
RAOUL TEIHLET, President, California Federation of Teachers
ROBERT UNRUHE, President, United Teachers of Los Angeles
MANUEL VILLALOBOS, former president of the Association of Mexican-American Educators
HONORABLE PETE WILSON, Mayor, City of San Diego
CHARLES WOOD, former president of the California School Boards Association

STUDENT MEMBERS:

ELIZABETH AGUILAR, Student Body President, Belmont High School, Los Angeles
ERIC DOZIER, Student, John F. Kennedy High School, Richmond

*Replaced Seth Hufstedler, upon election
*Replaced Manuel Villalobos, upon election

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Division of Educational Services

Los Angeles County Sheriff & Probation Departments
Meeting Minutes
October 18, 1974

Present: Captain Cline, Lt. Doug McClure, Sgt. Jack Kuner, Lt. Walt Thornton, Sgt. Larry Brakebush, Mr. Woody Wilson, Mrs. Ruth King, Mr. Dave Martinez, Mr. Palmer, Juvenile Deputy District Attorney
Bob Carter, David Brooks, Jim Hard, Bonnie Bowman, Thelma Rolph, Geraldine Smith, Virginia Morgan

Absent: Johanna Moore due to problems on Excelsior High School campus

Truancy Program - City of La Mirada

The Sheriff Department's implementation of their Truancy Program in the City of La Mirada has been a fantastic success, as felt by both campus staff and students, and community parents. This project has made a positive effect toward the closing of all high school campuses within the district. Since the program's initiation, the City of La Mirada has experienced a decrease of 36% in residential burglaries.

The City of Norwalk is anxious to execute a similar program, however, Captain Cline explained the immediate difficulties in doing so, such as unavailable funds. Any letters of recommendation the district might send would only increase the favorability of the City of Norwalk developing a truancy program. Hopefully a July, 1975 target date for Norwalk will be met.

Excelsior High School

Excelsior High School is in the process of intensifying control over the campus perimeter, and would like to achieve a closed campus within this school year. However, this will not be accomplished overnight, and will require the coordination and assistance of all district and Sheriff and Probation Departments personnel.

General Discussion

Schools have traditionally been responsible for each child's education and eventual contribution to society. Conversely, there are many times when the school system must rely on the resources of outside agencies to help with individual students. This is where the Sheriff, Probation Department and other agencies fit in.

To a certain degree the school staff can reprimand and guide a student toward improvement and self-worth. Many times discipline, in the form of suspension, restriction, etc., must be administered by the counselors and assistant principals. Our District Guidance Committee is often able to divert a troubled student from involvement with the police authorities.

Should a student's case reach the attention of the Sheriff and/or Probation Departments, it is vitally important that the school personnel have adequate backup data to support their contentions against the student. Without such information the court system invariably fails to bring forth the desired disciplinary action. Therefore, each involved authority must "do their homework" to obtain needed results.

Mr. Palmer, Deputy District Attorney, explained in depth the court's position in cases involving minors, and urged that all preliminary steps be exhausted before resorting to court action. Should a case not have substantial evidence for conviction, the suspect is subsequently released with thoughts that the court system is not as stringent as it could be. Consequently, judgments are far and few between.

Mr. Brooks mentioned that El Camino High School's student enrollment consists of approximately 20 students on probation. Mr. Brooks questioned why he had received no response from the Probation Department to his request for a permanent probation officer to be assigned to El Camino, and one who would be available when needed.

Mrs. King, from the Probation Department, explained her position in not realizing there was no response to his request, and that she was not aware of such a problem. Mrs. King will research this area and report back to Mr. Brooks.

SEED was explained as a federal grant diversion program still in the planning stages. The makeup for the program is 51% involvement by the Sheriff Department, 49% by the district. The governing board for SEED will encompass Ph.D.'s, sergeants and district personnel. Its goal is to divert the workload from the Sheriff Department by coordinating the efforts as shown above. The program will involve approximately 600 students, and will be monitored closely. Outside agencies will be awarded $50 for each child handled, and $150 for each student ranked as a "success," meaning they have been out of trouble for at least six months.

Where Do We Go From Here?

A future meeting will be arranged mid-November, 1974, with preliminary agenda items to be:

1) Judge Pro Tem Carl V. Maroney and Los Angeles County Supervisor James A. Hayes will be invited to attend.

2) Mrs. King will present an overview of the Probation Department procedures.

3) Mr. Palmer, Juvenile Deputy District Attorney, will attend and present specific procedures the schools can follow to augment the court system.

4) The Sheriff Department will propose guidelines as to what steps the school administration can take before necessitating intervention by the Sheriff Department.

APPENDIX XX

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

QUESTIONNAIRE

For the last year and one half the Norwalk-La Mirada Unified School District and the Los Angeles County Sheriff's Department, Norwalk Station, have worked for better communication and working procedures between the two agencies. Representatives from the Sheriff's Department and school district have met at least monthly to work on this objective.

In order to measure the effectiveness of our efforts would you please fill out this questionnaire.

1. Do you feel you have a better general knowledge about the other agency (Norwalk-La Mirada School District or Sheriff's Department) you are working with as a result of these meetings?

   Yes______
   No______

   If no, please explain.

2. Are you more familiar with the working guidelines and procedures in regard to the other agency?

   Yes______
   No______

3. Do you feel there is a better working relationship between the two agencies as a result of these meetings?

   Yes______
   No______

   If no, please explain.

4. Specific guidelines have been worked out at these meetings in the areas of procedures to be followed at football and basketball games, arrests on campus, student unrest situations, notification of parents in emergency situations, truancy problems, etc. These guidelines have proven to be:

   Very helpful______
   Of some help______
   Not much help______
   A waste of time and effort______

5. What guest would you like to have speak at future meetings?

(continue)

6. What agenda items would you like to have discussed at future meetings?

____

____

____

____

7. As a result of these meetings communications between the two agencies has improved: (check one)

10%____________
20%____________
30%____________
40%____________
50%____________
60%____________
70%____________
80%____________
90%____________
100%____________
100+%____________

OR

Has not improved____________

8. Would you like or need additional information about the working operation of these two agencies?

Yes______
No______

Explain:

____

____

____

____

9. Have you been able to apply information acquired via these meetings?

Yes______
No______

10. Do you want these meetings to continue?

Yes______
No______

December 11, 1975

Mr. Art Gerdes
City Councilman
12935 Rosecrans
Norwalk, CA

Dear Mr. Gerdes:

I enjoyed our talk yesterday about our Combined Agencies Committee and other issues we discussed. I am happy that you offered your time to be a member of this committee.

This committee has come a long way but, obviously, we have a longer way to go, and by sharing with one another I am sure we can provide positive end results. As you have requested I have enclosed a copy of the minutes of meetings for the past year and half.

Our next meeting is December 18th at 2:00 p.m. at the Rio Hondo Probation Department, 3240 S. Broadway, Los Nietos, in one of their conference rooms.

Looking forward to seeing you.

Sincerely,

Bob Carter,
Level Administrator -
High Schools

BC:jr
CC: Dr. Ross

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Division of Educational Services

COMBINED AGENCIES MEETING MINUTES
October 2, 1975

PRESENT: Dr. Gustafson, Mr. Carter, Mr. Jesse Luera, Lt. Bob Pash, Mrs. Kelly Dr. Coogan, Mr. Mike Bower, Mr. Howard Rainey, Mr. Al DuFault, Mrs. Virginia Morgan, Ms. Johnna Moore, Mr. Jim Gwyn, Mr. Art Ponce, Mr. Mike Maez

ABSENT: Mrs. Geri Smith, Mr. John Hare

Meeting was called to order at 2L10 p.m.

Introduction of Members:
Mr. Carter made introductions of all members to the committee. It was mentioned at the conclusion of last year that the committee will consider additional members such as city councilmen, judges, P. T. A. presidents and students. This will be discussed further at the next meeting.

Purpose & Accomplishments:
Mr. Carter reviewed the purpose of the committee and those accomplishments the committee felt it made during school year 1974-75.

S.E.E.D.:
This organization, Southeast Early Diversionary Program, is in the process of being finaly and formally organizaed. It has been funded for one year, with a projected 3-4 year funding which will take place after an outside agency has evaluated the program after its first year. Lt. Pash gave a rundown of the committee meeting held this week in Los Angeles City Hall, and he also gave background information on the formulation of SEED and its purpose. The location of the SEED facility has not been decided on as of this date. It will, however, not be within a municipal building.

The main purpose of SEED is to divert students from the criminal justice system. Hopefully, this effort will prevent them from further involvement with law breaking habits. The director of SEED will be from the Sheriff's Department, the Assistant Director will be a school person and there will be an office manager and a bilingual secretary. There is an advisory board of 24 members. The advisory board makes recommendations to the Policy Board. They are in the process now of finding the school person, and Lt. Pash asked that if any member could recommend a prime candidate it would be appreciated.

Sub Committees:
It was decided that between now and the next meeting members of the committee would give consideration to this topic and be prepared to make some suggestions. Members can send any such suggestions to Mr. Carter before the next meeting.

School District Priorities for 1975-76:
Mr. Carter will talk at a later meeting on thepriorities of the school district in relation to student control and developing better behavior patterns for our youth.

(continued)

Future Guests:
Mr. Carter asked for suggestions of guests to invite to future meetings.

Commissioner Maroney was suggested and Mr. Carter will make arrangements to invite him to our December meeting.

Also suggested was the District Attorney when he is appointed, which should be some time next week.

Mr. Jesse Luera recommended Mr. Joe Montes, a manager of C. B. S. and a paid employee as president of the Commission on Human Relations in Los Angeles, as a very able guest to give direction and insight to youth gangs, deport system, etc.

Discussion Items:
Mr. Carter emphasized that the committee will be no stronger than what each member puts into it. Last year we made some progress and now we need to put much more effort forth to be able to contribute to the community.

Mrs. Kelly, Intake Juvenile Probation Officer, asked what the schools are doing to combat truancies. There was much discussion on the real problems causing this and although there is improvement in that area, there is still a long way to go. It was felt that the schools have to get tighter, which they are presently doing.

Mr. Carter asked each member, between now and the next meeting on November 20th, to send him one agenda item and try to have something to contribute on that item at the meeting. Also, Mr. Carter asked members to come to the next meeting with some ideas as to how we as a committee can move forward. The committee will work on goals and objectives at its next meeting.

Mr. Luera invited the committee to hold a meeting at the Social Service Center, 1929 Alondra Blvd., Norwalk. The December 18th meeting will be held at that location.

The meeting was adjourned at 3:55 p.m.

NEXT MEETING:
November 20, 1975, 2:00 p.m. at the Glasgow Community Center, 13629 San Antonio Blvd., Norwalk.

APPENDIX AAA

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

COMBINED AGENCIES COMMITTEE

QUESTIONNAIRE

We have had the opportunity to meet on three separate occasions. By now we should have a fairly clear understanding of our purpose, role, and function.

In order to gather specific information to help us for our future meetings please fill out this questionnaire.

1. How often do you feel we should meet?

   Bi-monthly__________
   Once a month__________
   Every other month_____
   Other______________

2. Are meetings held at the time most convenient to your daily work schedule?

   Yes______________
   No______________

3. Are you satisfied with the agenda format?

   Yes______________
   No______________

4. Are you provided ample opportunity to add agenda items?

   Yes______________
   No______________

   If no, please explain.

   ____
   ____
   ____

5. Have the meetings to date been:

   Stimulating____________
   Of Moderate Interest_______
   Not Very Stimulating_______

6. Have you been receiving an adequate balance of information from all agencies?

   Yes______________
   No______________

   Comments:

   ____
   ____

7. Are you attending these meetings because you have been directed to attend, or are you attending on your own initiative?

   Directed____________
   Own Initiative_______

8. Do you feel a committee such as we have developed will be beneficial to your needs and the needs of your agency?

   Yes______________
   No______________

2/6/75

9. Should minutes be recorded and disseminated to all members:

Yes__________

No__________

Comments:

10. Suggestions for meeting locations.

11. Are meetings held at a time most convenient to your daily work schedule?

Yes__________

No__________

12. Do you have suggestions for guest speakers at future meetings?

13. What information would you like to have shared at future meetings?

14. Other.

APPENDIX BBB

COMBINED AGENCIES COMMITTEE

QUESTIONNAIRE

In order to ascertain future direction for our committee your cooperation with answering the following questions is greatly appreciated. All information will be compiled for your review.

Please be candid with your responses.

1. Do you feel a committee such as we have developed is beneficial to your needs? ______ Yes ______ No

2. Do you feel this committee will be beneficial to the agency for whom you work? ______ Yes ______ No

3. Has the committee addressed itself to current problems in your area of need? ______ Yes ______ No

4. Do you receive adequate information from this committee to disseminate within your agency? ______ Yes ______ No

5. Is information you received from this committee shared with other employees within the agency for whom you work? ______ Yes ______ No

6. Have you been given adequate opportunity to provide input at these meetings? ______ Yes ______ No

   If no, please explain: ______________________________

7. Are you aware of the committee's goals and objectives? ______ Yes ______ No

8. Have you been given adequate opportunity to provide input to the purpose, goals, and objectives for this committee? ______ Yes ______ No

12/18/75

9. Are you receiving an adequate balance of information from all agencies represented?

______ Yes ______ No

10. Do you find that information received at these meetings is generally applicable for your use?

Very__________
Somewhat__________
Seldom__________
No Use__________

11. Are you attending these meetings because you have been directed to attend or are you attending on your own initiative?

Directed__________
Own Initiative__________

12. Are you satisfied with the meeting locations?

______ Yes ______ No

Suggestions:______________________________
____
____

13. Are meetings held at the time most convenient to your daily work schedule?

______ Yes ______ No

14. How often to you feel we should meet?

Bi-monthly__________
Once a month__________
Every other month__________
Other__________

15. Are the meetings:

Stimulating__________
Of Moderate Interest__________
Not very stimulating__________

16. Are you satisfied with the agenda format?

______ Yes ______ No

17. Are you provided ample opportunity to add agenda items?

______ Yes ______ No

If no, please explain:______________________________
____
____
____

18. Do you have a better understanding of the role and functions of other agencies participating on this committee?

______ Yes ______ No

19. How would you rate your general knowledge in regard to the role and functions of other a agencies represented on this committee?

Very knowledgeable__________
Knowledgeable__________
Somewhat knowledgeable__________
Very little knowledge__________

20. Have you been able to apply knowledge received at these meetings?

______ Yes ______ No

21. Do you feel this committee has met its purpose for the first year of operation?

______ Yes ______ No

22. Do you have suggestions for guest speakers at future meetings?

23. What information would you like to have shared at future meetings?

24. Other.

THANKS FOR YOUR PARTICIPATION!!!!

December 31, 1975

Mr. John Van de Kamp,
District Attorney
Criminal Court Bldg, 18-709C
210 W. Temple
Los Angeles, CA 90012

Dear Mr. Van de Kamp:

This is to confirm that you will address our Combined Agencies Committee on Thursday, February 19, 1976, at 3:00 p.m. We meet in the Board Room of the Norwalk-La Mirada Unified School District office, 12820 S. Pioneer Boulevard, Norwalk.

We appreciate your interest in our Combined Agncies Committee and the students of our school district.

The areas that members of the committee would like you to address yourself to are as follows:

1. Your general philosophical beliefs.
2. Your views on the authority of the prosecutor.
3. Your feelings about a first-time offender.
4. The position of the district attorney's office regarding follow-through on cases submitted by the schools, and no action taken by the court.
5. Plea bargaining.
6. Discuss the gang supervision unit you have in effect.
7. Truancy cases. This one creates a real problem for schools everywhere.

We are looking forward to meeting you and hearing you on February 19th. If I can be of any further assistance to you before that time, please do not hesitate to call me.

Sincerely,

Bob Carter,
Level Administrator
High Schools

BC:jr

APPENDIX CCC (b)

COUNTY OF LOS ANGELES
OFFICE OF THE DISTRICT ATTORNEY
18000 CRIMINAL COURTS BUILDING
210 WEST TEMPLE STREET
LOS ANGELES, CALIFORNIA 90012
974-3501

~~[illegible]~~

December 26, 1975

Bob Carter
Level Administrator-
High Schools
Norwalk-La Mirada Unified School District
12820 South Pioneer Boulevard
Norwalk, California 90650

Dear Mr. Carter:

This will confirm Mr. Van de Kamp's appearance at the Combined Agencies Committee Meeting of the Norwalk-La Mirada Unified School District on February 19, 1976 at 3:00 p.m. in the Board Conference Room.

He will be accompanied by an aide.

A biographical sketch and suggested introduction are enclosed for your convenience, along with a photograph. If I may assist you with anything further, please give me a call.

Yours very truly,

Esther Mott

ESTHER MOTT
Executive Assistant

mag
enclosures

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

DISTRICT QUESTIONNAIRE
(HIGH SCHOOL ONLY)

A little over one year ago the Norwalk-La Mirada Unified School District established a Combined Agencies Committee to improve communications, establish working relationships and working guidelines between the agencies involved.

Representative agencies on this committee are: department of social services, sheriff's department, district attorney's office, probation department, city councilmen (Norwalk and La Mirada), department of parks and recreation, department of welfare, school board members, school district personnel (high school assistant principals, pupil personnel services, intermediate school counselors, Al DuFault, Howard Rainey, Dr. Coogan, Dean Waters, Mike Bower and Bob Carter).

Members of the combined agencies committee have been asked to evaluate the effectiveness of this committee. They feel it has been a profitable venture However, for optimum effectiveness classroom teachers should feel they have a better understanding of the working procedures, role and functions of each of the agencies involved.

It is still too early to expect all staff to be thoroughly or even somewhat familiar with the operations of this committee. However, to assess where we stand at this time please fill out this questionnaire.

1. Were you aware the district established a Combined Agencies Committee?
   Yes_______
   No________

2. Were you aware of the makeup of the committee membership?
   Yes_______
   No________

3. Were you aware of the purpose of this committee?
   Yes_______
   No________

4. Assess your general knowledge in regard to the working procedures of the agencies represented on this committee. Your answer should be general to all agencies mentioned.
   Very Knowledgeable__________
   Knowledgeable__________
   Not Familiar__________

5. If you knew of this committee and its purpose, do you have an understanding of the role and functions of the agencies represented as a result of these meetings?
   Yes_______
   No________

(continued)

6. Would you like to know more about this committee? Yes______ No______

If yes, please explain what you would like to know.

____
____
____
____

7. Do you feel by knowing more about the role and functions of these agencies it would help you to function better in the classroom? Yes______ No______ Don't Know______

If yes, how?

____
____
____
____

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